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ABSTRACT

Presented is the activity leader's guide to the Educational Plan Game, a program designed to assist exceptional child educators in diagnosing students and assessing educational needs. Information including an overview, objectives, time needed, materials needed, procedures discussion, and areas and types of information are provided for each of the following eight program components: card game (an introductory exercise), spelling, basic sight vocabulary, instructional strategies, informal pupil diagnosis, arithmetic, supplementary information, and the educational plan. Appended materials include educational tests, strategies, a sample educational plan form; psychological test information and remediational activities for the Wechsler Intelligence Scale for Children, the Illinois Test of Psycholinguistic Abilities, and the Detroit Tests of Learning Aptitude; and a games guide, forms, several games, and sheets for transparencies. (SBH)

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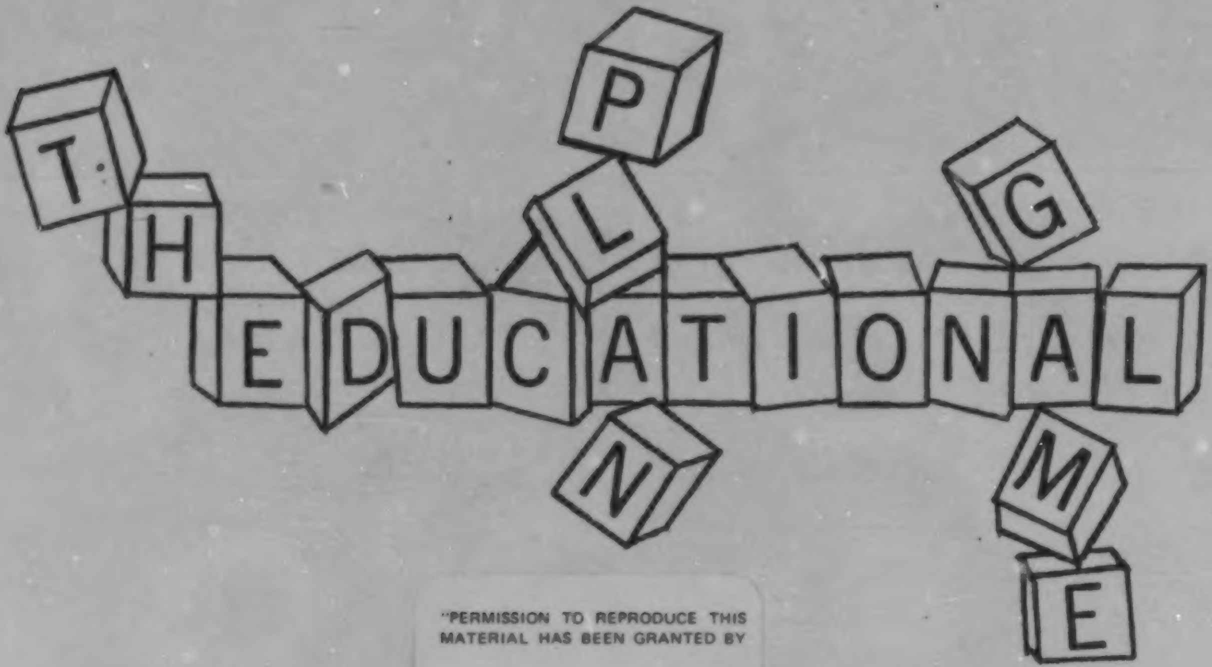

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ACTIVITY LEADER'S GUIDE

Revised Copy

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WISC, ITPA, Detroit

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INTRODUCTION

TEST INTERPRETATION

An individual's standardized test score acquires meaning when it is compared with the scores of well-identified groups of people. This is known as a normative interpretation and is useful for measuring a group to a group -- a school system, one school to another, an individual's standing or the like.

Of greater meaning to an educator when looking at one individual and his particular educational, social, and emotional needs, would be a comparison of the individual to himself. What are the individual's particular strengths and weaknesses? The reader/educator needs to analyze an individual's performance and/or scores on two or more instruments to see if comparisons or verifications can be made. This type of interpretation is known as ipsative and will be the concern of Exceptional Child educators and of The Educational Plan Game.

EVALUATION INSTRUMENTS

The evaluation instruments included in the Educational Plan Game were chosen for their illustrative properties. The reader/educator should feel free to choose whatever instruments he believes will meet the needs in his situation.

THE CREATE ANALYSIS*

The techniques used should be those of the CREATE Analysis illustrated in the Educational Plan Components. It is felt that the correct responses of an individual reveal much diagnostic data. These are clues as to how the student has learned and the strengths he possesses. It is through these abilities, then, that he can be taught.

Through an analysis of the errors a student makes, educational needs are revealed which will enable the educator to plan instruction that will meet such needs. Further, an analysis of the task will reveal the skills and abilities that an individual needs in order to be successful on the particular task.

---

* CREATE ANALYSIS:
Correct
Response
Error
Analysis
Task
Evaluation

THE EDUCATIONAL PLAN GAME

OVERVIEW

Participants work as individuals and as members of small and total groups. An Activity Leader introduces each task.

OBJECTIVES

Through this activity the participant will:
- analyze informal test results.
- make educational decisions.
- better be able to understand certain information supplied on the Psychological Evaluation Report.
- interact with his peers.

At the conclusion of this activity the participant will:
- be more aware of the subtle nature of diagnostic clues exhibited by a student on classroom individual and group tests and tasks.
- be more aware of the value of correct responses, error analysis and task evaluation.
- be more aware of the process through which individual educational planning is possible.
- be able to write an Educational Plan.

Play the Vocabulary Game first. See page 39.

ACTIVITY LEADER'S GUIDE THE EDUCATIONAL PLAN GAME: The Educational Plan Card Game Component

OVERVIEW:

This activity is designed so that the participants will have the experience of becoming acquainted with an Educational Plan. They will receive 18 cards and are to work in small groups matching 2 cards at a time. To determine if a selection is correct, the cards are turned over. If a geometric design is formed, the participant is rewarded with the knowledge that it was a correct selection. Thus the cards are self checking.

OBJECTIVES:

Through this activity the participant will:
- determine the major areas of an Educational Plan.
- determine the type of information required in each area of an Educational Plan.
- receive specific illustrations of the type of information contained in each area.
- have an opportunity to discuss and interact with their peers.

At the conclusion of this activity the participant will:
- be able to list the major areas comprising an Educational Plan.

TIME NEEDED:

A total of approximately 25 minutes is needed for this activity.

CARD GAME 2

Introduction	3 minutes
Activity	7 minutes
Discussion	15 minutes

MATERIALS NEEDED

Sets of 3x5 cards onto which have been typed the major area-1 per card (see example A below) and the sub-headings-1per card (see example B below) for a total of 9 pairs or 18 cards in each set. Each group will require one set for its use.

One group should be given cards (5x8) containing an actual Educational Plan rather than the general information of what should be in each area. Major heading -1 per card (see example C below) and the Sub-headings- 1 per card (see example D below).

All cards need to be made in advance of their use. The paired cards should contain the same geometric design or letter on the back (see example E below).

PROCEDURE

1. Direct the participants to divide into groups to equal the number of prepared sets of cards you have. If tables are in the room this would be best, otherwise the participants need to improvise some type of flat surface to hold their 18 cards. It is necessary for the participants to have access to all cards at the same time.
2. Instruct the participants to place the cards on the surface available with the WRITING side UP. They are not to look at the back of the cards until choices have been made.
3. Further instruct them to read all of the cards.
4. Then they are to decide as a group which 2 cards belong together. When they are certain of their choice, one member may turn the 2 cards over to determine their correctness.
5. They are to leave the cards paired, writing side up for the discussion phase.

DISCUSSION

The Activity Leader should call on various participants to read an area and its general information card. Then call on a member whose card contains the specific information from the actual Educational Plan in that same area. In this way, the participants will hear general and specific information and the meaning will be clearer. Continue in this manner until all 9 areas have been discussed. Naturally, encourage questions at any point.

Collect all cards. Pass out a handout containing the same information or inform the participants that they will receive this information in their booklet.

EXAMPLES:

(A & C)

INSTRUCTIONAL
STRATEGIES

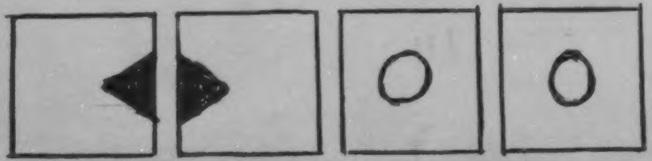
Ⓑ

State the approaches
and techniques that
will etc.

Ⓓ

Use strength areas
Remediate deficit areas
Use praise

Ⓔ



EDUCATIONAL PLAN Card Game Component

AREAS AND TYPE OF INFORMATION

PRESENT LEVEL OF PERFORMANCE

State the scores that were achieved in the academic areas.

If it is not possible to administer academic tests, use observational techniques with accompanying checklists in a hierarchy.

STRENGTHS

State the area of pre-requisite skills and present skills that have permitted the child to function to the degree he presently does and through which he can be taught. Refer to the psychological evaluation and the correct responses the student makes on teacher administered tests and observational data recorded.

LONG TERM GOALS (One year)

State what will be accomplished and the degree of improvement to be achieved.

EDUCATIONAL PLAN

PRESENT LEVEL OF PERFORMANCE

Anthony Grade 3 November

SPACHE		PIAT (Peabody Individual Achievement Test)	
Word Recognition	2.0	Reading Recognition	2.2
Oral Reading	1.6	Reading Comprehension	2.2
Silent Reading	1.8		
Estimated Listening Potential	3.3		
Spelling (recall) Morrison-McCall	2.0	Spelling (Recognition)	1.7
Arithmetic (computation)	Beg 1	Mathematics	1.8
		General Information	1.7
Informal Reading Inventory	P+		

STRENGTHS

Visual Memory, Auditory Memory, Auditory Sequencing, Cognition, Convergence, Social Comprehension, Pointing, Conceptual-Vocal.

LONG TERM GOALS

1. To increase ability to perform in classroom reading and arithmetic by 2 years.
2. To expand student's ability to profit from information presented visually and/or auditorally as measured by sub-tests of the Detroit Tests of Learning Aptitude by an average of 1 1/2 years.

NOTE: A third long term goal might deal with a behavioral aspect, e.g., to decrease the number of talking out behaviors by ½ as measured by pre and post base line data.

IMMEDIATE OBJECTIVES

State the specific tasks that are to be presented on a day to day basis.
These should be VERY SPECIFIC and should be sequenced as you plan to present them.

INSTRUCTIONAL STRATEGIES

State the approaches and techniques that will enable a child to learn most effectively.

DEFICITS OR WEAKNESSES

State those pre-requisite skills and present skills which the child needs to strengthen in order to function more effectively.

IMMEDIATE OBJECTIVES (To be evaluated & updated every nine weeks)

1. Receive practice and instruction with the Primer list(later the 1st and 2nd lists) of words of the Dolch's Basic Sight Vocabulary until it is mastered on a flash presentation.
2. Receive drill using consonant blends (cl, tr, ch, sp, st, th, pl, dr, ck, fl,) and practice using the 5 short vowels, (a, i, o, u, e,). (Later the long and variant vowels will be introduced and practiced.)
3. Receive instruction and practice using the common syllables (e.g., ail, op, ell, tion, eep, ter, en, se, all, ow, in, etc.).
4. Provide for oral and silent reading with related comprehension tasks on a primer level and gradually increas the task demands as he is ready with particular emphasis on main idea, vocabulary and generalizing.
5. Provide instruction and practice using arithmetic facts through 20 until the concepts are internalized.
6. Present daily practice exercises in following directions (one at a time, then 2, etc.), copying designs(○, ◁, ▭, ⊕, △), and letters (m, a, o, f), becoming oriented in time and space, and focusing attention gradualling increasing time periods from upward of 3 minutes.

INSTRUCTIONAL STRATEGIES

Use strength areas.
Remediate deficit areas.
Use multi-media and multi-sensory materials.
Use programmed and programmed-like materials.
Use praise.
Show progress often through charts, etc.
Use repetition, over-learning.

DEFICITS OR WEAKNESSES

Haptic, Visual Discrimination, Visual Closure, Visual Sequencing, Auditory Discrimination, Auditory Closure, Sensory Integration, Memory, Divergence, Evaluation, Gross Motor, Manipulation, Copying, Drawing, Conceptual-Motor, Vocal Repetition.

SPECIFIC REMEDIATION TECHNIQUES

The precise activities, objects, games, etc., which will strengthen each particular defict area.

SUGGESTED MATERIALS

State the particular books, workbooks, games, tapes, records, kits, teacher-made items, etc., which are on the needed level and contain the sequence of needed skills.

SPECIFIC REMEDIATION TECHINQUES

Use concrete visual aids, simple/word problems, odd/even concept. Basic concepts of clock time, calendar, money, direction, ruler. Strategy games - Monopoly, checkers. Make map legends, Simple Simon, Concentration, peg boards, Tach-X Materials. Relate happenings.

SUGGESTED MATERIALS

Dade County Systems reading, decodong level 1, oral comprehension, and math, level 3. Basal reader approach, Holt Rinehart Wilson series, for example. Cassette player and recorder. Sounds of a Clock, plus tapes. Programmed Mathematics by Sullivan (Book #1). Tapes for vowel sounds, following directions. Flash X machines. Ginn Word Enrichment Program Level 3, plus records. Barnell Loft Specific Skill Series - Working With Sounds A, Using Context A. Dade County Bulletin 6K, PERCEPTUAL DEVELOPMENT; DIAGNOSIS AND INSTRUCTIONAL RESOURCES. Record player. Programmed Reading Book 2. Teacher-made games for drill. Mott Semi-Programmed Series 1302 (later 1303). Language Master and teacher-made cards for sounds and words. One Too Many Kit A.
Daily situations to aid in mathematic concept building.

IMPLEMENTATION

State each person to be involved and precisely what each person will be responsible for.

IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION & DURATION OF SERVICES PROVIDING THE LEAST RESTRICTIVE ENVIRONMENT)

1. The Diagnostic Prescriptive Teacher will provide and Educational Plan by November.
2. The Diagnostic Prescriptive Teacher will actualize the plan by making and/or providing: a) materials and equipment; b) instruction in the necessary techniques and approaches; c) the liaison component among all concerned parties; d) input for the monthly evaluation through daily records; e) intruction in the deficit areas.
3. The Classroom Teacher will aid in the plan implementation using the student's strength areas with assistance from the Exceptional Child Teacher.
4. The Speech Therapist will provide direct and/or indirect services to aid the student to decrease lisping tendencies.
5. The art teacher will contribute to increased control and use of fine motor movements through activities designed and sequenced for this purpose.
6. The physical education teacher will aid in developing controlled large muscle movements.
7. The parents will provide specific support in ways mutually agreed upon.
8. Given the above circumstances, the student should achieve expectancy level status in two years.

EVALUATION

State the precise time schedule, the manner of review, the personnel to be involved, and the materials to be used for re-assessment.

EVALUATION (INCLUDING TIME LINE)

1. The Diagnostic/Prescriptive Teacher with input from others in school will evaluate the student every thirty school days.
2. After one year, he will receive an overall evaluation using the PIAT, the Detroit Tests of Learning Aptitude and other tests as deemed necessary.

The Educational Plan as first written should be considered tentative. The exceptional child teacher (and all others concerned) should try it out for a period of time (approximately 4 weeks), make revisions, and then finalize it when it has been demonstrated that the student is able to profit from such a program.

OVERVIEW

This activity provides the participants with the opportunity to scrutinize a student's spelling responses. Each person first makes decisions on his own and later has the opportunity to make decisions based on his group's thinking after having engaged in the process of compromise. Following the small group's decisions about the student, each group leader shares the information with the other groups.

OBJECTIVES

Through this activity the participant will:

scrutinize a student's spelling responses
make educational decisions about a student's needs based on the spelling responses
determine the student's adequacies based on the spelling responses
decide on tentative teaching strategies
make educational decisions concerning possible materials to use with the student
interact with his peers in reaching a consensus concerning the student's needs, abilities, and actions to be taken

At the conclusion of this activity the participant will:

be able to analyze a student's spelling needs
be able to translate a student's spelling needs into specific instructional actions
be able to formulate tentative instructional strategies
have a greater appreciation of a student's abilities

TIME NEEDED

A total of approximately 55 minutes is needed for this activity.

Introduction by Activity Leader	10 minutes
Individual time	15 minutes
Small group time	15 minutes
Total group discussion	15 minutes

GUIDE

MATERIALS NEEDED

OVERHEAD PROJECTOR

ACETATE # 1 Spelling Stimulus Response Response (see Section 1)

ACETATE # 2 Spelling Task Demands

Spelling Component--One for each participant

Task Demands--One for each participant

PROCEDURE

1. Arrange class into small groups.

2. Pass out the Educational Plan Game Spelling Component. (If you are passing out the entire booklet, caution the participants NOT to look through the booklet. They are only to be on the page the Activity Leader desires.) Instruct them to read the pages up to the Spelling Component, i, ii, iii, 1, 2, 3, 4.

3. Activity Leader, " From scrutiny of a spelling test the teacher can receive a great deal of diagnostic information. Let us look at this transparency (#1). The first stimulus word is run. Look at the first response. What are the possible causes of the error made? What does it show of the student's need? Look at the second student response. What are possible causes of the error made? What does it show of the student's need?"

NOTE: The Activity Leader should continue in this manner eliciting from the group the hoped for responses. Stop when it is felt that the group has grasped the idea. Play Spelling Bingo Game, See page 41.

4. Activity Leader, "What skills are necessary for a person to write a spelling word correctly?" After group members have exhausted their supply of answers, show TRANSPARANCY #2, SPELLING TASK DEMANDS.

SPELLING TASK DEMANDS

1) Has to listen (auditory attention & concentration)
2) Has to distinguish letter sounds (discrimination)
3) Has to remember the word (auditory memory)
4) Has to say the word (kinesthetic motor response)

5) Has to form the letter that matches the remembered sound (recall from past information; associative memory; delayed memory; motor response)

6) Has to write the letters in proper order (Sequence-time and space; sound blending; auditory closure; motor response)

7) Has to have developed a sound-symbol relationship (association of auditory information with visual information)

8) Has to know specific facts (e.g., when 2 letters stand for 1 vowel sound heard or one consonant sound heard,etc.) (cognition; memory)

Activity Leader, " If a child is able to spell a word correctly, he has some or all of these requisites."

5. Activity Leader, " Open your booklet to the Spelling Component. Do not turn to any other page or part until you are permitted to do so. You may refer to the Task Demands for Spelling also. First you will work alone, later you will work in your group. Read your directions, follow them. Begin."

6. Activity Leader; Note time. Help participants but DO NOT make decisions for them. At the end of 15 minutes, ask the group to get together and appoint a group leader. They are to decide AS A GROUP about each item in an area. Individual members should present reasons for their particular viewpoint. Encourage compromise. At the end of 15 minutes call time.

DISCUSSION

Have the group leaders talk for their group. They are to discuss their group's findings, one topic at a time.

SPELLING ERROR ANALYSIS

STIMULUS WORD	RESPONSE	ANALYSIS	RESPONSE	ANALYSIS
1. run	rnu	rotation-kinetic reversal	ran	short vowel
2. top	toy	auditory disc closure reversal	pot	kinetic reversal
3. red	aGh	no knowledge of sound/symbol relationship	rad	short vowel
4. book	kood	kinetic & static reversals	buck	auditory discrimination short vowels
5. sea	c	no sounds--only letter names	seel	auditory discrimination
6. play	pay	pl blend auditory discrimination possible telescoping	paly	kinetic reversal
7. lay	lul	auditory discrimin. ay dipthong	yay	check speech 'l' sound poor articulation
8. led	laDe	capital & lower case mixed/silent e generalization misused	laed	short & long vowel confusion
9. add	ande	auditory disc.	aet	short vowels d/t conf.audit.
10. alike	ylk	reversal telescoping sound of y	like	auditory discrimination beginning schwa sound
11. mine	min	silent e generalization	my	ending sound auditory training
12. with	whit	digraph confusion	weth	silent vowel
13. easy	ease	y as vowel at end	ez	by letter name
14. shut	chut	sh-ch confusion	sut	sh sound
15. done	bonn	static reversal d/b double consonant	dun	spelled by sounds needs to learn sight words
16. nearly	nrle	missed vowels-telescoped	nier	double vowel suffix ending

In Section 1-Participants
Activity Leader:
(See Transparency #i)

THE EDUCATIONAL PLAN GAME: SPELLING COMPONENT GARY AGE 9 GRADE 3

Morrison-McCall Spelling Scale Form 1

Gay

TEACHER SAID	GARY WROTE	GARY NEEDS	GARY CAN	TENTATIVE TEACHING STRATEGIES	POSSIBLE MATERIALS
1. run	1run				
2. top	2tiq				
3. red	3red				
4. book	4book				
5. sea	5sen				
6. play	6Play				
7. lay	7la				
8. led	8				
9. add	9tiad				
10. alike	10like				

DIRECTIONS

1. Individually, analyze the errors Gary made.
2. List what Gary needs to learn in order to spell these words correctly in the future. List any other needs you feel he has also.
3. Based on the task demands, list what Gary can do.
   You have 15 minutes.
4. With your group, discuss Gary's needs and reach a consensus. Discuss Gary's abilities also.
5. Based on your knowledge of Gary, decide on tentative teaching strategies and possible materials to use in teaching him.
   You have 15 minutes.

SCORING INFORMATION		Number correct	Grade Level
0	1.0	4	1.8
1	1.3	5	1.9
2	1.5	6	2.0
3	1.7	7	2.1

Morrison-McCall Spelling Scale Form 1

Gary

TEACHER SAID	GARY WROTE	GARY NEEDS	GARY CAN	TENTATIVE TEACHING STRATEGIES	POSSIBLE MATERIALS
1. run	1 run	--Instruction in short vowel sounds, long vowel sounds	1. Spell some words (probably from sight rather than a sound/ = visual memory = symbol approach)		--tapes, work-sheets
2. top	2 tiq	--Instruction in beginning consonant sounds. Instruction ~~in word patterns~~		--praise	--records for consonant sounds
3. red	3 red	--Instruction in proper use of upper & lower case letters		--daily practice	--teacher auditory drills on short vowel sounds & consonants (use chalkboard)
4. book	4 book	--Instruction to aid in eliminating letter reversals	2. Form letters that can be recognized.	--multi-media &	
5. sea	5 sen	--Instruction in specific skills- "ea", for example			--use of templates at chalkboard & desk
6. play	6 Play	--Instruction in matching what is heard with what is written	3. Can recall & write numbers (at least 1-10)	--trace over raised letters, say sound	
7. lay	7 la	--Instruction in cursive letter formation		--present one vowel sound at a time	--visual clues for b/d/p
8. led	8	--Instruction in proper manuscript letter formation	4. Remember one syllable words	--trace over models	
9. add	9 tiad	--Instruction & trainins in eye hand coordination	5. Listen (auditory attention & concentration)	--use large muscles	
10. alike	10 like	--Instruction in proper number formation, spacing, instruction in proper slant		--color clues --games	

DIRECTIONS

1. Individually, analyze the errors Gary made.
2. List what Gary needs to learn in order to spell these words correctly in the future. List any other needs y feel he has also.
3. Based on the task demands, list what Gary can do. You have 15 minutes.
4. With your group, discuss Gary's needs and reach a consensus. Discuss Gary's abilities also.
5. Based on your knowledge of Gary, decide on tentative teach strategies and possible materi to use in teaching him. You have 15 minutes.

SCORING INFORMATION

Number correct	Grade Level	Number correct	Grade Level
0	1.0	[✓ 4]	[✓ 1.8]
1	1.3	5	1.9
2	1.5	6	2.0
3	1.7	7	2.1

(See pages 27, 28, 29 for Morrison McCall Spelling Test
See pages 6a for Spelling Errors Chart in Participants Copy.)

ACTIVITY LEADER'S GUIDE

THE EDUCATIONAL PLAN GAME: THE BASIC SIGHT VOCABULARY COMPONENT (BSV)

OVERVIEW

Participants are given the task of matching cause to error, noting patterns and providing concrete evidence of teaching needs both individually and in small groups. Group leaders share the information in a total group situation.

OBJECTIVES

Through this activity the participant will:

- scrutinize a student's oral responses
- determine the probable cause of the student's error
- make an educational decision about the student's needs based on his responses
- determine the student's adequacies based on the task demands
- list possible materials to use
- be able to interact with other members of a group in a problem-solving situation

At the conclusion of this activity the participant will;

- have increased knowledge concerning the causes of oral reading errors from a word list
- be better able to make educational decisions about needed instructional actions

TIME NEEDED

A total of approximately 55 minutes is needed for this activity.

Activity Leader's Introduction	10 minutes
Individual time	20 minutes
Small group time	15 minutes
Total Group Discussion	10 minutes

MATERIALS NEEDED

Overhead Projector

Transparency #3 anyword
Sight Word Task Demands

Basic Sight Word Component--One for each participant
Task Demands--One for each participant

PROCEDURE

1. Arrange class into small groups (4 or 5 groups)

2. Pass out BSV component. Caution participants to only use the BSV and Task Demand pages.

3. Activity Leader, "Your next task involves that of a child's basic sight vocabulary. If a child has acquired an internal bank of recognized words, he understands a connection exists between the spoken word and its visual or reading symbol. Reading will be easier for him than for a child who does not have a sight vocabulary. Having the ability to remember words implies a stronger visual learning style than auditory learning style for some children."

4. Show transparancy #3 anyword

"Look at the screen. What skills must one have in order to recognize a word on sight?" Elicit responses from the group. When they are finished, show the bottom part of the transparancy:

BASIC SIGHT VOCABULARY TASK DEMANDS

1. Has to look at it (visual attention & concentration)
2. Has to have had experience with it (association)
3. Has to remember it (visual memory)
4. Has to distinguish it from other symbols (visual discrimination)
5. Has to say it (translate from one code to another--visual-auditory to kinesthetic-auditory)
6. Has to understand directions (auditory comprehension)

Activity Leader, "If a child has a number of words in his sight vocabulary, then he must possess these skills. On the other hand if he only knows a few words, it is possible that he lacks one or several of these requisite skills."

5. Activity Leader,"Open your booklet to your Basic Sight Vocabulary Component. Do not turn to any other part besides the Task Demands until you are permitted to do so. First you will work alone. Later you will work in your group. Read the directions. Follow them. Begin."

6. Note time. After 20 minutes, have the participants form into their small group and follow the directions. They are to discuss and make compromises to reach a consensus of opinion. The group leader records this consensus. At the end of 15 minutes call time.

DISCUSSION

The group leaders report their findings to the total group. Take turns.

THE EDUCATIONAL PLAN GAME: BASIC SIGHT VOCABULARY COMPONENT

Gary Age 9 Grade 3

THE DOLCH BASIC SIGHT VOCABULARY TEST

The Pre-primer list has 43 words.
The Primer list has 50 words.

Five errors on any list suggests review and reteaching.

PRE-PRIMER LIST I. Stimulus:	Gary Said II.	Type of Error/ Obs. III.	Type of Error Choices / Observations IV.	Gary's Needs V.	Gary Can VI.	Possible Materials VII.
1. down	brown		A. Reversal/rotation B. Adds parts C. Guesses from 1st letter D. No attempt E. Guesses word as a whole: 1. Substitutes word of similar meaning or idea. 2. Substitutes word beginning with same sound or letter. 3. Substitutes word of similar configuration. 4. Substitutes irrelevant word. F. Identifies shorter word within a word G. Other H. Phonic Observations: 1. Sounds initial letter or blend. 2. Sounds initial letter or blend, fuses rest. 3. Sounds letter by letter. 4. Sounds by phonogram, or large phonic units. 5. Sounds by syllables. 6. Blends laboriously.			
2. here						
3. my						
4. not	out					
5. want						
6. what	that					
PRIMER LIST Stimulus After 28 stopped.	Gary Said	Type of Error/OBS.				
1. find	fun					
2. went						
3. where						
4. many						
5. found						
6. sit						
7. am	my					
8. saw	said					
9. on	no					
10. but	pat					
11. came	caming					
12. seven	some					
13. brown	down					

DIRECTIONS

1. Individually, analyze Gary's errors.
2. Select a letter or letter and number from column IV. Put it in column III.
3. Based on the task demands, list what Gary can do. Use column VI.
4. Based on the information about Gary, decide what his needs are. List them in column V.
5. Decide on materials. List them in column VII. You will have 20 minutes.
6. With your group, discuss findings and reach a concensus for all columns. You have 15 minutes.

THE EDUCATIONAL PLAN GAME: BASIC SIGHT VOCABULARY COMPONENT

Gary Age 9 Grade 3

THE DOLCH BASIC SIGHT VOCABULARY TEST

The Pre-primer list has 43 words.
The Primer list has 50 words.

Five errors on any list suggests review and reteaching.

PRE-PRIMER LIST I. Stimulus:	Gary Said II.	Type of Error/ Obs. III.
1. down	brown	A
2. here		D
3. my		D
4. not	out	A
5. want		D
6. what	that	G

PRIMER LIST Stimulus After 28 stopped.	Gary Said	Type of Error/OBS.
1. find	fun	E2
2. went		D
3. where		D
4. many		D
5. found		D
6. sit		D
7. am	my	A
8. saw	said	E1 H1
9. on	no	A
10. but	pat	A
11. came	caming	B
12. seven	some	E2 H1
13. brown	down	A

Type of Error Choices / Observations IV.

A. Reversal/rotation

B. Adds parts

C. Guesses from 1st letter

D. No attempt

E. Guesses word as a whole:
  1. Substitutes word of similar meaning or idea.
  2. Substitutes word beginning with same sound or letter.
  3. Substitutes word of similar configuration.
  4. Substitutes irrelevant word.

F. Identifies shorter word within a word

G. Other

H. Phonic Observations:
  1. Sounds initial letter or blend.
  2. Sounds initial letter or blend, fuses rest.
  3. Sounds letter by letter.
  4. Sounds by phonogram, or large phonic units.
  5. Sounds by syllables.
  6. Blends laboriously.

Gary's Needs V.

1. Instruction in visually distinguishing d/b/p.
2. Instruction in looking at words from left to right in that order (on/no).
3. Instruction in consonant sounds.
4. More experience with the basic sight vocabulary in the preprimer list.
5. More experience with the basic sight vocabulary in the primer word list.
6. Instruction in short vowel sounds.

(See pages 30-31 for complete Dolch list. See page 32 for basic sight words in Participants Copy.)

Gary Can VI.

1. Remember many words.
2. Give visual attention and concentration.
3. Distinguish many words from others.
4. Translate from one code symbol to another.
5. Auditorally understand and follow one direction.

Possible Materials VII.

Visual tracking(following a line from left to right).

Use commercial workbooks or the newspaper.

Flashcards

Visual clues in room for d/b/p.

Tapes, records & workbooks for consonant sounds.

Use BSV words in phrases & sentences.

Games to help with reversal/ rotations & words.

DIRECTIONS

1. Individually, analyze Gary's errors.
2. Select a letter or letter and number from column IV. Put it in column III.
3. Based on the task demands, list what Gary can do. Use column VI.
4. Based on the information about Gary, decide what his needs are. List them in column V.
5. Decide on materials. List them in column VII. You will have 20 minutes.
6. With your group, discuss findings and reach a concensus for all columns. You have 15 minutes.

OVERVIEW

Participants will be asked to rank order a list of items. For the first time the task involves a great degree of subjectivity.

OBJECTIVES

Through this activity the participant will:

when given a number of equally acceptable instructional strategies, arrange them in priority order, later checking with his small group and the large group for revision

At the conclusion of this activity the participant will:

have knowledge of a number of instructional strategies

TIME NEEDED

A total of approximately 20 minutes is needed for this activity.

Activity Leader's Introduction	2 minutes
Individual Work Time	5 minutes
Small Group Time	10 minutes
Large Group Time	3 minutes

MATERIALS

Instructional Strategies Component--One for each participant.

PROCEDURE

1. Arrange participants into small groups.
2. Pass out the Instructional Strategies Component
3. Activity Leader," This activity has 9 instructional strategies listed. All of the items are equally acceptable. Your task will be to arrange the items in order of priority. First you will work alone. Later you will work in your group trying to convince others that your priorities are superior to theirs but you will be willing to compromise. Your group is to reach a consensus before time is called. You have 5 minutes. Begin."
4. Note time. At the end of 5 minutes have them work in their groups for 10 minutes to re-arrange priorities
5. Ask the group leaders to state which their first 3 priorities were and their last 3. Note similarities and differences.

THE EDUCATIONAL PLAN GAME: INSTRUCTIONAL STRATEGIES COMPONENT

DIRECTIONS

1. Individually rank the following instructional strategies in order of priority. Each instructional strategy is equally acceptable but you are to order them according to your opinion. Number 1 is the most important and number 9 the least important in your opinion. You have 5 minutes to make your choices.
2. With your group reach a consensus. You have 10 minutes.

STRATEGY	INDIVIDUAL CHOICE	GROUP CHOICE
Use praise	___	___
Use varied patterns of V.A.K.T.	___	___
Use drill & repetition	___	___
Use programmed-like materials	___	___
Use concrete situations & materials, when possible	___	___
Use multi-media activities & equipment	___	___
Use a calm, firm voice	___	___
Use manipulative devices & objects	___	___
Use uncluttered pages	___	___

(See page 37 in Participant's Copy for additional instructional strategies.)

OVERVIEW

Using the Dade County INFORMAL PUPIL DIAGNOSIS TEST, participants will inspect and interpret the results through individual, small group, and total group activity.

OBJECTIVES

Through this activity the participant will;

interpret test results to determine the phonic and structural analysis capability, the instructional level, the independent level and the frustration level of a student.

At the conclusion of the activity the participant will:

be able to find a student's reading level

be able to list four or more specific needs of a student

TIME NEEDED

A total of approximately 35 minutes is needed for this activity.

Activity Leader's Introduction	5 minutes
Individual Work Time	10 minutes
Group Time	10 minutes
Total Group Time	10 minutes

MATERIALS NEEDED

Overhead Projector
Transparancy #4
  Letter
  Task Demands
Transparancy #5
  [illegible]
  Further Task Demands
IPD Component--One per participant
2 pages Task Demands

PROCEDURE

1. Arrange participants in small groups
2. Pass out the IPD Component (workpage + 2 pages Task Demands)
3. A. Activity Leader, "In order to say the sound correctly, what abilities are necessary?

Show Transparancy #4 (top portion) B. Elicit responses from participants. C. Then show bottom portion of Transparancy #4.

IPD Task Demands #4

c

IPD Task Demands

1) Look at it (focus attention & concentration)
2) Prior Experience (association)
3) Able to make a vocal response (Kinesthetic motor)
4) Match a visual symbol with its auditory counterpart (recall; translation from one symbol system to another; memory)
5) Discriminate visually from other letters (visual discrimination)

D. Then show Transparancy #5 (top portion). Ask, "In order to read this what abilities are needed?"

Elicit responses from participants.

an
fan
blan
shan

E. Show bottom portion of transparancy:

Additional Task Demands

6) Blend (fuse) individual sounds into a whole
7) Sequence sounds (auditory blending; auditory closure)
8) Have specific knowledge (cognition; prior experience; recall)
    short vowel sound
    special sounds
    vocabulary
9) Understand directions (cognition)

Play IPD Game.
See page 48.

Use pages 10, 11,
12, 13, 14.

4. "Open your component. Work alone first. Read all pages. Follow the directions. Begin."

5. Note time. At the end of 10 minutes, change to small group activity. At the end of 10 minutes, change to total group discussion.

THE EDUCATIONAL PLAN GAME: INFORMAL PUPIL DIAGNOSIS COMPONENT (IPD)

Gary Age 9 Grade 3 Instructional Level = ____ **Phonics Level** ____

✓ = correct
✗ = error

I. Letter

names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c	t	p	k	m	h	w	f	r	y	b	d	l	s	g	n
sounds	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✗	✗	✓	✓	✗

He said "d" "b"

II. PP
(Pre-primer) we red the look my ~~is~~ this ~~here~~ he for and can

Ⓟ (Primer) box fun dog ~~am~~ one help ~~they~~ ~~put~~ but
surprise she

No! Could not do.

III.	an	in	us	on	ed
	fan	tin	bus	don	bed
	blan	skin	plus	scon	sled
	shan	whin	chus	thon	gled

Gary's Needs	Gary Can
1.	
2.	
3.	
4.	
5.	
6.	

INFORMATION

I. Gary was asked to say the names of the letters. Then he was asked to say the sound of each of the letters.

II. Gary was asked to read each of the words across the line.

III. Gary was asked to read each of the patterns down.

DIRECTIONS

1. Individually, analyze Gary's errors.
2. List his needs based on the information given.
   You will have 10 minutes.
3. Put a star by the 2 needs you consider to be of highest priority.
4. Reach a consensus of opinion with your group. You have 10 minutes.

INSTRUCTIONAL PRESCRIPTION

Name____ Date_________________________

Reading Levels

Frustration level_____(to be avoided) Where child misses all or nearly all words.
Instructional level_____(to be used for teaching)Where 3 errors are made.
Independent level _____(to be used for library reading and seatwork)Usually one level below his instructional level

Specific Needs

I. Letter names (ref. Lang. Arts Guide, pp. 14, 15)
(1) needs some instruction_____
(2) needs intensive instruction_____
(3) comment ____

Letter sounds (ref. Lang. Arts Guide, pp. 14, 15, 17, 18)
(1) needs some instruction_____
(2) needs intensive instruction_____
(3) comment____

II. Vocabulary level (see reading levels)
comment____

____

III. Short vowel sounds and consonant substitution (ref. Lang. Arts Guide)
(1) needs some instruction in short vowel patterns _____(pp.18,19,20,21,22)
(2) needs intensive instruction in short vowel patterns_____
(3) needs instruction in combining single consonants with known word parts_____
(4) needs instruction in combining consonant blends with known word parts_____
(5) comment____

IV. Long vowel sounds and special sounds (ref. Lang. Arts Guide, pp.19,20,21)
(1) needs instruction in long vowel patterns_____
(2) needs instruction in special vowel sonds_____
(3) comment____

V. Prefixes and suffixes (ref. Lang. Arts Guide, pp. 24, 26, 28)
(1) needs instruction in prefixes_____
(2) needs instruction in suffixes_____
(3) comment____

VI. Syllabication (ref. Lang. Arts Guide, pp. 24, 25)
(1) needs instruction in hearing number of syllables_____
(2) needs instruction in dividing words into syllables_____
(3) comment____

IPD COMPONENT
INFORMATION

READING LEVELS	EXPLANATION
Readiness	beginning skills preparatory to the process of reading
PrePrimer	controlled vocabulary, beginning basic sight vocabulary, consonant sounds, short vowel sounds, beginning comprehension, short sentences with much repetition
Primer	sight vocabulary of about 150-300 words, longer sentences, increased comprehension, continuation of short vowel sounds and consonants
1.5	first year, fifth month completed - beginning paragraph reading and comprehension, reading for details, increased sight vocabulary, increased sound-symbol relationships, understands word endings, compound words
2.0	second grade level, beginning of the year, story reading involving reading for understanding, finding main ideas, details, increased skills in sound-symbol process, long vowel sound, consonant blends, digraphs, variant vowels

Gary Age 9 Grade 3 Instructional Level = Primer Phonics Level____

✓ = correct
X = error

I. Letter

names	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c	t	p	k	m	h	w	f	r	y	b	d	l	s	g	n
sounds	✓	✓	✓	✓	✓	✓	X	✓	X	✓	X	X	X	✓	✓	X

He said "d" "b"

II. PP (Pre-primer) we red the look my ~~is~~ this ~~here~~ he for and can

(P) (Primer) box fun dog ~~an~~ one help ~~they~~ ~~put~~ but surprise she

No! Could not do.

III.

an	in	us	on	ed
fan	tin	bus	don	bed
blan	skin	plus	scon	sled
shan	whin	chus	thon	gled

Gary's Needs	Gary Can
1. To learn sounds of w, r, b, d, l, n, & probably other consonant sounds.	1. Say names of many consonant letters.
2. To receive instruction in direction of b/d/p - laterality instruction leading to directionality.	2. Say the sound associated with the symbols c, t, p, k, m, h, f, y, s, g.
3. To receive instruction in blends (bl, cl, dr...)	3. Remember some words on the preprimer level and primer level.
4. To receive instruction in short vowel sounds and patterns.	
5. To receive instruction in the blending process (ma t)	
6. To receive drill to diminish perceptual type word recognition errors.	
7. To receive practice reading preprimer words in phrases & sentences. 8. Further testing-consonant sounds.	

INFORMATION

I. Gary was asked to say the names of the letters. Then he was asked to say the sound of each of the letters.

II. Gary was asked to read each of the words across the line.

III. Gary was asked to read each of the patterns down.

(See pages 33, 34, 35, 36, for the entire IPD & page 13 in Participant's copy.)

DIRECTIONS

1. Individually, analyze Gary's errors.
2. List his needs based on the information given. You will have 10 minutes.
3. Put a star by the 2 needs you consider to be of highest priority.
4. Reach a consensus of opinion with your group. You have 10 minutes.

OVERVIEW

Working in pairs, the participants generalize as to causative factors interferring with students' arithmetic participation. This experience leads to remediation specifics being written after participants engage in discussion both with a partner and in a very small group.

OBJECTIVES

Through this activity the participant will:

determine patterns related to success or failure in number computation

determine instructional actions

At the conclusion of this activity the participant will:

be more aware of the value of analyzing errors

be more aware of the value of analyzing correct responses

TIME NEEDED

A total of approximately 20 minutes is needed for this activity.

Activity Leader's Introduction	5 minutes
Working Time	15 minutes

MATERIALS NEEDED

Overhead Projector

Transparancy #6 7 + 3 = 10

Arithmetic Task Demands

Arithmetic Component--One for each participant

Arithmetic Task Demands--One for each participant

Cover for bottom portion of Transparancy

PROCEDURE Play Arithmetic Spinner Game. See Page 49-50.

1. Arrange the class in pairs
2. Pass out the arithmetic component
3. Activity Leader, "Arithmetic involves computational abilities and deals with concrete situations.

Mathematics encompasses arithmetic, algebra, geometry, etc. and areas involved with symbolic language and deals with abstractions. Today's activity is concerned with computation."

"In order to successfully accomplish this task (turn on overhead projector showing 7 + 3 = 10), what abilities are needed?" Elicit responses from the group. Then show the bottom part of the transparancy:

Arithmetic Task Demands

1. Look at it (visual attention & concentration)
2. Prior experiences
3. Recognize that the symbols stand for numbers
4. Discriminate numbers
5. How to accomplish the process of addition
6. Understanding of numbers and signs
7. Be able to write numbers (motor response)
8. Specific knowledge
    7 stands for 7 things
    3 stands for 3 things
    + means putting together
    = means equal units on both sides of equation

4. "Now, open your arithmetic component; read and follow the directions. You may begin."

Use pages 15, 16, 17.
15 minutes

THE EDUCATIONAL PLAN GAME: ARITHMETIC COMPONENT

GARY Age 9 Grade 3

Stimulus	Gary's Response	R= right X= wrong	Arithmetic Process	Concept Involved	Gary Needs	Gary Can
1) 5 - 4 =	5 - 4 = 9					
2) 7 - 4 =	7 - 4 = 5					
3) 8 - _ = 3	8 - 3 = 3					
4) _ - 1 = 6	3 - 1 = 6					
5) 8 - 6 =	8 - 6 = 2					
6) _ - 7 = 1	1 - 7 = 1					
7) _ + 3 = 10	2 + 3 = 10					
8) 10 - 2 =	10 - 2 = 8					
9) 7 - 0 =	7 - 0 = 7					
10) 9 - 3 =	9 - 3 = 6					
11) 5 + 8 =	5 + 8 = 13					
12) 11 - _ = 7	11 -17=7					
13) 5 + 9 =	5 + 9 = 14					
14) _ + 2 = 12	10 + 2 = 12					

Gary's arithmetic level = ______

DIRECTIONS

1. Work with a partner.
2. Fill in the chart.
3. Check with another couple.
4. You have 15 minutes.

ARITHMETIC COMPONENT
INFORMATION

ARITHMETIC AND MATHEMATICS LEVELS	EXPLANATION
1.0	Set equivalence, cardinal numbers to 10, joining and separating sets, addition and subtraction facts to 10 with aids, counting by 2's, 5's, meaning of 1 more or 1 less
1.5	addition and subtraction facts to 10, facts to 18 with aids, 2 digit addition and subtraction (no regrouping), number line, place value (2 digit) simple geometric shapes
2.0	addition and subtraction facts to 18, 2 and 3 digit addition and subtraction (no regrouping) translate number line to equation, write equations for word problems, place value to 999
2.5	properties of addition, addition and subtraction of 2 digit numbers with re-grouping, count by 10's, 100's, 1,000's, expanded notation - 4 digits, odd and even numbers, multiplication as repeated addition, fractions (½, 1/3, ¼, 1/5, 2/3, 3/4) liquid measure

THE EDUCATIONAL PLAN GAME: ARITHMETIC COMPONENT

GARY Age 9 Grade 3

Stimulus	Gary's Response	R= right X= wrong	Arithmetic Process	Concept Involved	Gary Needs	Gary Can
1) 5 - 4 =	5 - 4 = 9	X	-	Careless sign	1. More experiences with numbers 1-10 (11-20 later). 2. To be given help in figuring out the missing addend (_+4=6). 3. More concrete experiences using objects discovering for himself. 4. Instruction to aid in developing concept of symbols =+- signs. 5. Further testing in a) vertical addition & subtraction facts 1-10 b) greater than, lesser than. 6. Guidance & practice in estimating answers.	1. Write numbers (motor response) 2. Remember a few facts (visual memory & recall). 3. Give visual attention & concentration. 4. Discriminate numbers. 5. Accomplish the process of addition & subtraction at times. 6. Recognize that symbols stand for numbers.
2) 7 - 4 =	7 - 4 = 5	X	-	1-10 facts		
3) 8 -__ = 3	8 - 3 = 3	X	-	1-10 facts		
4) __ - 1 = 6	3 - 1 = 6	X	-	1-10 facts, numeral unknown		
5) 8 - 6 =	8 - 6 = 2	R	-	1-10 facts		
6) __ - 7 = 1	1 - 7 = 1	X	-	1-10 facts		
7) __ + 3 = 10	2 + 3 = 10	X	+	1-10 facts, numeral unknown		
8) 10 - 2 =	10 - 2 = 8	X	-	1-10 facts		
9) 7 - 0 =	7 - 0 = 7	R	-	1-10 facts, 0 subt.		
10) 9 - 3 =	9 - 3 = 6	R	-	1-10 facts O.K.		
11) 5 + 8 =	5 + 8 = 13	R	+	1-20 facts O.K.		
12) 11 - __= 7	11 -17=7	X	-	1-20 facts		
13) 5 + 9 =	5 + 9 = 14	R	+	1-20 facts O.K.		
14) __+ 2 = 12	10+ 2 = 12	R	+	1-20 facts, numeral unknown O.K.		

7. Use numbers and signs to a degree.
8. Remember & use some specific knowledge.

Gary's arithmetic level = 1.5

DIRECTIONS

1. Work with a partner.
2. Fill in the chart.
3. Check with another couple.
4. You have 15 minutes.

OVERVIEW

Working in pairs, participants will review and make decisions based on data from an intelligence test, a psycholinguistic instrument and an instrument designed to reveal learning problems.

OBJECTIVES

Through this activity the participants will:

decide if each of the sub-tests are a strength area or a deficit area for one student

At the conclusion of this activity the participants will:

better be able to interpret the results from the W.I.S.C., the I.T.P.A., and the Detroit Tests of Learning Aptitude.

TIME NEEDED

A total of approximately 12 minutes is needed for this activity.

Work Time	10 minutes
Group Time	2 minutes

MATERIALS NEEDED

Supplementary Information Component--One for each participant.

PROCEDURE

1. Arrange the participants in pairs.
2. Pass out the Component.
3. Instruct the participants to begin.
4. At the end of 10 minutes stop all work.
5. Have various participants call out one or the other answers--either deficits or strengths.

THE EDUCATIONAL GAME: SUPPLEMENTARY INFORMATION COMPONENT

W.I.S.C. C.A. 8-8 VERBAL 85 PERFORMANCE 72 FULL SCALE 77

Sub-Test Scores		Sub-Test Scores	
___ Information	6	___Picture Completion	6
___Comprehension	7	___Picture Arrangment	4
___Arithmetic	7	___Block Design	4
___Similarities	9	___Object Assembly	7
___Vocabulary	9	___Coding	8
___Digit Span	8		

Average Score = 10

A score of 6 and below is to be considered a deficit for teaching purposes.

Illinois Test of Psycolinguistic Abilities(ITPA)
C.A. 9-0

Sub-Test	SS	Sub-Test	SS
___ Auditory Reception	31	___Auditory Memory	34
___ Auditory Association	25	___Grammatic Closure	6
___ Verbal Expression	26	___Visual Memory	14
___ Visual Reception	36	___Visual Closure	28
___ Visual Association	20	___Auditory Closure	20
___ Manual Expression	29	___Sound Blending	27

Average SS(Standard Score) = 36.

Present entrance criteria for LD = SS of 24 in one area or SS of 27 in 3 areas.

30's = a strength for teaching purposes
27 and below = a deficit

DETROIT TESTS OF LEARNING APTITUDES C.A. 9-1

Sub-Tests	M.A.(C.A.)8-
___Pictorial Absurdities	6-3
___Motor Speed	8-3
___Auditory Attention Span for Unrelated Words (AASUW)	4-6
___Oral Commissions	6-6
___Social Adjustment	10-9
___Visual Attention Span for Objects (VASO)	7-5
___Orientation	7-9
___Memory for Designs	8-6
___Auditory Attention Span for Related Syllables (AASRS)	5-9
___Visual Attention Span for Letters (VASL)	8-9
___Oral Directions	7-9

Present criteria for L.D. = one score of -2^{3} years from the C.A.

DIRECTIONS

1. Work with a partner.
2. In the blanks provided to the left of each sub-test, put an S if it shows an area of Strength for Gary.
3. In the blanks provided to the left of each sub-test, put a D if it shows an area of Deficit for Gary.

You have 10 minutes.

ADDITIONAL INFORMATION

1. In determining strong and weak points, consider anything below the average to be weak.
2. If all of a child's scores are below average, then consider the highest scores to be his strongest areas and use them in teaching him.

THE EDUCATIONAL GAME: SUPPLEMENTARY INFORMATION COMPONENT

W.I.S.C. C.A. 8-8 VERBAL 85 PERFORMANCE 72 FULL SCALE 77

	Sub-Test Scores			Sub-Test Scores	
D	Information	6	D	Picture Completion	6
	Comprehension	7	D	Picture Arrangment	4
	Arithmetic	7	D	Block Design	4
S	Similarities	9		Object Assembly	7
S	Vocabulary	9		Coding	8
	Digit Span	8			

Average Score = 10
A score of 6 and below is to be considered a deficit for teaching purposes.

Illinois Test of Psycolinguistic Abilities(ITPA)
C.A. 9-0

	Sub-Test	SS		Sub-Test	SS
S	Auditory Reception	31	S	Auditory Memory	34
D	Auditory Association	25	D	Grammatic Closure	6
D	Verbal Expression	26	D	Visual Memory	14
S	Visual Reception	36		Visual Closure	28
D	Visual Association	20	D	Auditory Closure	20
	Manual Expression	29	D	Sound Blending	27

Average SS(Standard Score) = 36.
Present entrance criteria for LD = SS of 24 in one area or SS of 27 in 3 areas.
30's = a strength for teaching purposes
27 and below = a deficit

DETROIT TESTS OF LEARNING APTITUDES C.A. 9-1

	Sub-Tests	M.A.(E.A.)8
D	Pictorial Absurdities	6-3
S	Motor Speed	8-3
D	Auditory Attention Span for Unrelated Words (AASUW)	4-6
D	Oral Commissions	6-6
S	Social Adjustment	10-9
	Visual Attention Span for Objects (VASO)	7-5
	Orientation	7-9
S	Memory for Designs	8-6
D	Auditory Attention Span for Related Syllables (AASRS)	5-9
S	Visual Attention Span for Letters (VASL)	8-9
	Oral Directions	7-9

Present criteria for L.D. = one score of -2^{3} years from the [illegible].A.

DIRECTIONS

1. Work with a partner.
2. In the blanks provided to the left of each sub-test, put an S if it shows an area of Strength for Gary.
3. In the blanks provided to the left of each sub-test, put a D if it shows an area of Deficit for Gary.

You have 10 minutes.

ADDITIONAL INFORMATION

1. In determining strong and weak points, consider anything below the average to be weak.
2. If all of a child's scores are below average, then consider the highest scores to be his strongest areas and use them in teaching him.

OVERVIEW

Working alone, participants will review all data [illegible] Educational Plan format.

OBJECTIVES

Through this activity the participants will:

collate and coalesce all information into a workable whole.

At the conclusion of this activity, the participants will:

have had the experience of writing an Educational Plan.

MATERIALS NEEDED

Educational Plan Component--One for each participant

PROCEDURE

1. Pass out the Component.

2. Instruct participants to follow the DIRECTIONS.

3. They may have all the time needed to complete this component. They may check their Plan with the one in Supplement 2, Answer Section.

4. The Activity Leader is to give individual help as requested.

THE EDUCATIONAL PLAN GAME: EDUCATIONAL PLAN COMPONENT

CONGRATULATIONS!

You are almost there. Now you are ready to sum up. [illegible] Follow the suggestions. Look at [illegible]

[illegible]

Areas of Strength:

Refer to the "Supplementary Information Component." Use the WISC and one other test. Look at all of the correct responses Gary made. See what you wrote under the "Gary Can" columns.

II. Instructional Objectives:

These you have already done! Just compile all the statements under "Gary Needs" columns. Be specific. Tell exactly what you are going to teach him.

III. Strategies

How can you best teach Gary now that you know more about his strength areas and how he learns? Refer back to each of the Components as you need to. Rely also on "Remediation Activities".

IV. Suggested Materials:

List some materials through which you feel he can learn. Think about his strengths and how he learns best. Think about the reading difficulty of each of the materials. Think about the skills he needs in order to read the materials or to do the arithmetic examples in the materials.

[illegible]

[illegible]

[illegible] What skills did he not have? What memory skills did he lack? What visual skills did he lack? What auditory skills did he lack?

Specific Remediation Techniques:

What materials will help you work with him? What exactly will you do? Look at the "Remediation Activities".

VI. Implementation:

You've already begun. You wrote a plan. Think [illegible]

VII. Evaluation

At first you will want to review and evaluate your Educational Plan almost daily. As you work with the child, you may find that a particular strategy isn't exactly right for him or that some materials are too hard at this time. Feel free to make changes. After a month or so when you feel that the Educational Plan fits your student like a tailored suit, make a final copy and share the Plan with the others involved.

Decide how often to review Part II of the Plan. Then stick to your time schedule. Each time you review it, changes or additions may need to be made. Weekly or monthly reviews might be best. Don't let too much time go by or the instructional needs may change before you realize it.

Remember to check with the other people who play a part in your student's education. They may have information also.

Aren't you surprised at the wonderful job you have done!

The children will appreciate and benefit from your excellent work. GOOD LUCK!

THE EDUCATIONAL PLAN GAME: EDUCATIONAL PLAN COMPONENT Gary Age 9 Grade 3

I. Present Level of Performance:

Spelling ______ Basic Sight Vocabulary ______

Reading Instructional Level ______

Phonics ______ Arithmetic ______

Areas of Strengths ______

II. Instructional Objectives: (Pre-reading, pre-arithmetic, Reading skills, Phonics & Word Analysis Needs, Spelling Needs, Handwriting Needs, Arithmetic Needs)

III. Strategies:

IV. Suggested Materials:

V. Deficit Areas:

Specific Remediation Techniques-

VI. Implementation:

VII. Evaluation:

THE EDUCATIONAL PLAN GAME: EDUCATIONAL PLAN COMPONENT Gary Age 9 Grade 3

I. Present Level of Performance:

Spelling 1.8 Basic Sight Vocabulary Pre-Primer

Reading Instructional Level Primer

Phonics Primer Arithmetic First (1.5)

Areas of Strengths WISC Similarities, Vocabulary

ITPA: Auditory Reception, Visual Reception, Auditory Memory

Detroit: Social Adjustment, Memory for Designs, VASL

II. Instructional Needs: (Pre-reading, pre-arithmetic, Reading skills, Phonics & Word Analysis Needs, Spelling Needs, Handwriting Needs, Arithmetic Needs)

1) Short vowel sounds & patterns
2) Consonant sounds(w,r,b,d,l,n, review others)
3) Blends (bl, cl, dr..)
4) The blending process
5) Eliminate or reduce letter reversals/rotations
6) Instruction & practice using PP words in isolation, phrases, sentences.
7) Reduce number of perceptual-type errors
8) Left to right movement
9) Auditory-motor matching
10) Fine motor training--copying designs, letters
11) Estimating answers in arithmetic
12) Finding missing addend
13) Instruction & practice understanding & using number facts 9-10 (11-20 later)
14) Instruction & practice in proper formation of cursive & manuscript letters & slant

III. Instructional Strategies: Use praise; varied patterns of V.A.K.T.; drill & repetition; programmed-like materials; concrete situations, when possible; multi-media activities & equipment; a calm.firm voice; manipulatives; uncluttered pages; encourage questions

IV. Areas of Weakness: WISC Information, Block Design, Digit Span, Picture Arrangement; ITPA: Auditory Association, Visual Closure, Detroit: Verbal Expression, Visual Association, Auditory Closure, Pict. Abs. Manual Expression, Gr. Closure, Vis. Memory, S. Bl. Oral Comm.

Specific Remediation Techniques- Specific Remediation Techniques, AASRS Basic concepts(days, etc.); Rhythm & tapping --buzzer, repeat digits, letters; stess rules, incomplete stories & number sentences, copying, sorting, figure-ground, cut up cartoons, cause & effect situations

V. Suggested Materials: High interest units, Bulletin 6K for GWEP Level 2 + records, Primary Phonics workbook 1, Templates, ABC Dictation, Visual Tracking, Games, We Read Sentences A-1, Holt's A Place For Me, + workbook, Flashcards

VI. Implementation of Educational Plan:

1. The Diagnostic Prescriptive Teacher will write an Educational Plan.
2. The Diagnostic Prescriptive Teacher will follow the Plan.
3. The Classroom Teacher will help and supplement needs & activities
4. The art teacher and physical education teacher will aid in motor skills training.
5. The Counselor will aid in the program.
6. Given the above circumstances, the student should achieve to expectancy in three years.

VII. Evaluation:

The Educational Plan will be reviewed daily for one month; once a week for a month; and in three months. Re-assessment will occur every four months thereafter.

Pre-Game Vocabulary Game: Hand this out to participants about 10 minutes before you wish to start the formal procedures. If they find most of the words, give a token prize to them. Suggested prizes might include candy, one page of instructions to a game, a teaching material, or a point to be added up at the end of the day when a token prize could be given.

Component 1 Card Game. See Guide pages 1 - 8.

Component 2 Spelling Bingo. This game should be presented after transparency #1 and before transparency #2. See Guide page 3. Directions for this game and the parts for it are included on the following pages, 41 - 47.

Component 5 IDP Game. This game should be presented before presentation of tranparency # 4 or #5. See Guide page 15. The directions are included on the following page, 48.

Component 6 Arithmetic Spinner Game. Present this game as the introduction to the component. The directions and illustrations are included on the following pages, 49 - 50.

THE EDUCATIONAL PLAN GAME

VOCABULARY GAME

L	R	E	M	E	D	I	A	T	I	O	N	D	X	R	L	C
Q	K	D	A	A	G	K	Q	D	J	Y	D	M	C	A	W	U
P	E	U	T	B	Z	H	L	R	Z	D	E	T	R	O	I	T
Z	F	C	R	E	A	T	E	M	S	N	V	W	Q	T	S	B
O	U	A	S	L	B	C	Y	I	T	N	E	Z	S	L	C	I
M	I	T	P	A	A	M	D	C	R	Y	L	O	K	R	R	X
T	L	I	V	E	S	U	N	E	A	C	O	R	R	E	C	T
G	I	O	K	W	I	D	V	O	T	X	P	F	Q	S	P	C
K	S	N	V	J	C	H	C	W	E	F	M	U	W	P	B	F
A	N	A	L	Y	S	I	S	B	G	X	E	G	V	O	E	K
A	U	L	O	G	K	R	X	E	I	P	N	Y	H	N	W	J
H	E	P	P	X	I	I	D	Y	E	T	T	A	Z	S	I	E
T	B	L	W	R	L	C	H	O	S	T	A	S	K	E	S	J
F	V	A	Q	B	L	I	S	P	E	L	L	I	N	G	A	F
A	P	N	A	J	S	M	S	Y	D	N	I	G	A	T	Z	J

Find and circle these words:

SPELLING

EDUCATIONAL PLAN

ANALYSIS

TASK

CORRECT

RESPONSE

BASIC SKILLS

STRATEGIES

CREATE

REMEDIATION

DEVELOPMENTAL

IRI

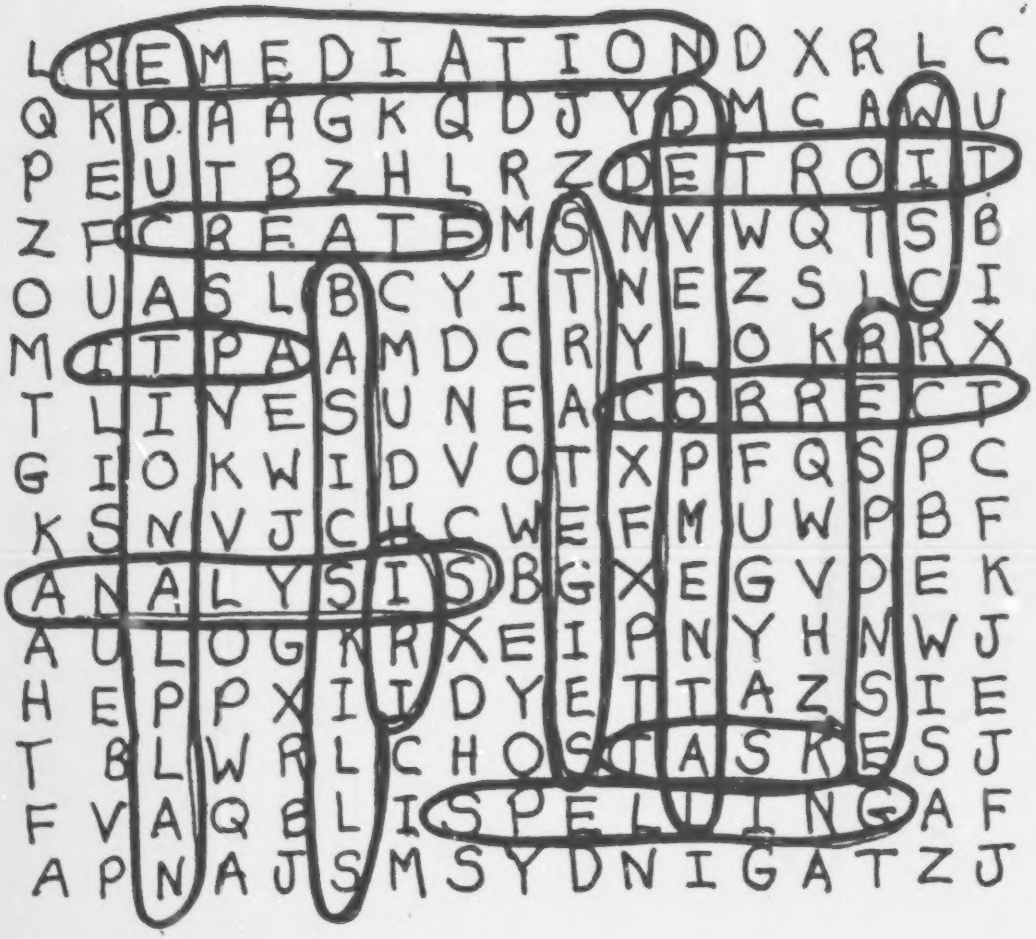
WISC

ITPA

DETROIT

THE EDUCATIONAL PLAN GAME

VOCABULARY GAME ANSWERS



L R E M E D I A T I O N D X R L C
Q K D A A G K Q D J Y D M C A W U
P E U T B Z H L R Z D E T R O I T
Z F C R E A T E M S M V W Q T S B
O U A S L B C Y I T N E Z S L C I
M I T P A A M D C R Y L O K R R X
T L I N E S U N E A C O R R E C T
G I O K W I D V O T X P F Q S P C
K S N V J C H C W E F M U W P B F
A N A L Y S I S B G X E G V O E K
A U L O G K R X E I P N Y H N W J
H E P P X I I D Y E T T A Z S I E
T B L W R L C H O S T A S K E S J
F V A Q B L I S P E L L I N G A F
A P N A J S M S Y D N I G A T Z J

Find and circle these words:

SPELLING	RESPONSE	[redacted]
EDUCATIONAL PLAN	BASIC SKILLS	IRI
ANALYSIS	STRATEGIES	WISC
TASK	CREATE	ITPA
[redacted]	REMEDIATION	DETROIT
CORRECT	DEVELOPMENTAL	

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SPELLING BINGO GAME

DIRECTIONS:

Game Objective: To match the error with the cause.

Materials: Activity Leader's Cause Cards

Spelling Bingo Participant's Group Card -- one for each small group.

Procedure:

1. Pass out the Bingo Card to each group.
2. Ask them to use coins to cover the answers. (Or made markers corresponding to the Activity Leader's Cause Cards in miniature. Thus when an answer is covered it can be checked at the games's conclusion to ensure that an answer was indeed correct.)
3. The Activity Leader holds up a Cause Card.
4. The Group decides which, if any, word on their card matches.
5. One person covers the item.
6. The winning group is the first to cover the card.
7. The Activity Leader can check the answers, if so desired, or just give a token prize to the group.

PHONIC
SPELLING

OMITS
ENDINGS

ADDS PARTS

SPELLING BINGO

ACTIVITY LEADER'S CAUSE CARDS

PHONICS
CONFUSION

MIRROR WRITING

TELESCOPED

LETTER FORMATION

REVERSAL

ROTATION

"duck" ducky	"remember" rember	"split" slit
"bed" deb	" pencil" pecl	"guard" gard
"here" her	"hope" hopenen	"pig" pig

"pencil" pecl	"ate" aet	"hope" hopenen
"must" mnst	"every" ever	"guard" gard
"was" wos	"play" ploze	"leg" gel

"cat" kat	"dig" dog	"flag" glaf
"farmer" farmerer	"goes" goes	"goes" gose
"doll" boll	"leg" gel	"doll" dalken
"leg" gel	"every" ever	"farmer" farmerer
"pig" pig	"cat" kat	"ate" aet
"[illegible]" no	"rode" rade	"goes" gose

SPELLING BINGO

PARTICIPANT'S GROUP CARD

92

"pencil" pecl	"ate" aet	"duck" ducky
"doll" boll	"leg" gel	"must" m nst
"rode" rade	"every" ever	"farmer" farmeret

"doghouse" " dghse	"flag" glaf	"rode" racle
"here" her	"cat" kat	"on" om
"bed" deb	"on" no	"duck" ducky

SPELLING BINGO

OMITS ENDINGS	TELESCOPED
ever/every	rember/remember pecl/pencil her/here dghse/doghouse
LETTER FORMATION	ROTATION (static reversal)
goes / goes pig / pig wce / was plog / play om / on	boll/doll deb/bed mnst/must

SPELLING BINGO

PHONIC SPELLING	PHONIC CONFUSION
kat/cat gard/guard	dog/dig rade/rode slit/slat
REVERSAL (kinetic)	ADDS PARTS (perseverates)
glaf/flag gose/goes gel/leg aet/ate no/on	farmerer/farmer dalkin/doll ducky/duck hapenen/hope
MIRROR WRITING	

IPD GAME

Game Objective: To match WHAT A CHILD CAN DO to the CORRECT RESPONSE.

NEED: A set of cards for each group.

Circle with spinner (or 1"x1" wood cube or cardboard rectangles) - One for each group.

Procedure:

1. Cards are evenly distributed to the players. (Not over 5-6 players in one group.
2. The first player spins (or rolls die or selects a cardboard from a box).
3. If his card can be matched to the selection he made, he puts it into a center pile. If not, the next player takes his turn.
4. The second player spins, etc.
5. The winner is the first player to get rid of all his cards.

Activity Leader:

Prepare a spinner using these areas.(Or a cube or cardboard rectangles. Put bonus cards in as well.)

Correctly read fat
Correctly read one
Correctly underlined
prefix un in unhappy
Correctly read m

Activity Leader prepare 3x5 cards, one per card as follows:
(Need 1 set for each group.)

Therefore he knows or can:

f - a consonant sound
a - a short vowel sound
t - a consonant sound
fa - to blend
at - to blend or pattern of
sequence sounds
blend some sounds
focus attention
concentrate
translate from one code to another
blend with effort
some specific information
understands a direction
Bonus Point - Get rid of this NOW!
articulate
make a motor response
visually discriminate
write a letter
add 2 + 2
Bonus Point - Get rid of this NOW!

ARITHMETIC SPINNER GAME

DIRECTIONS:

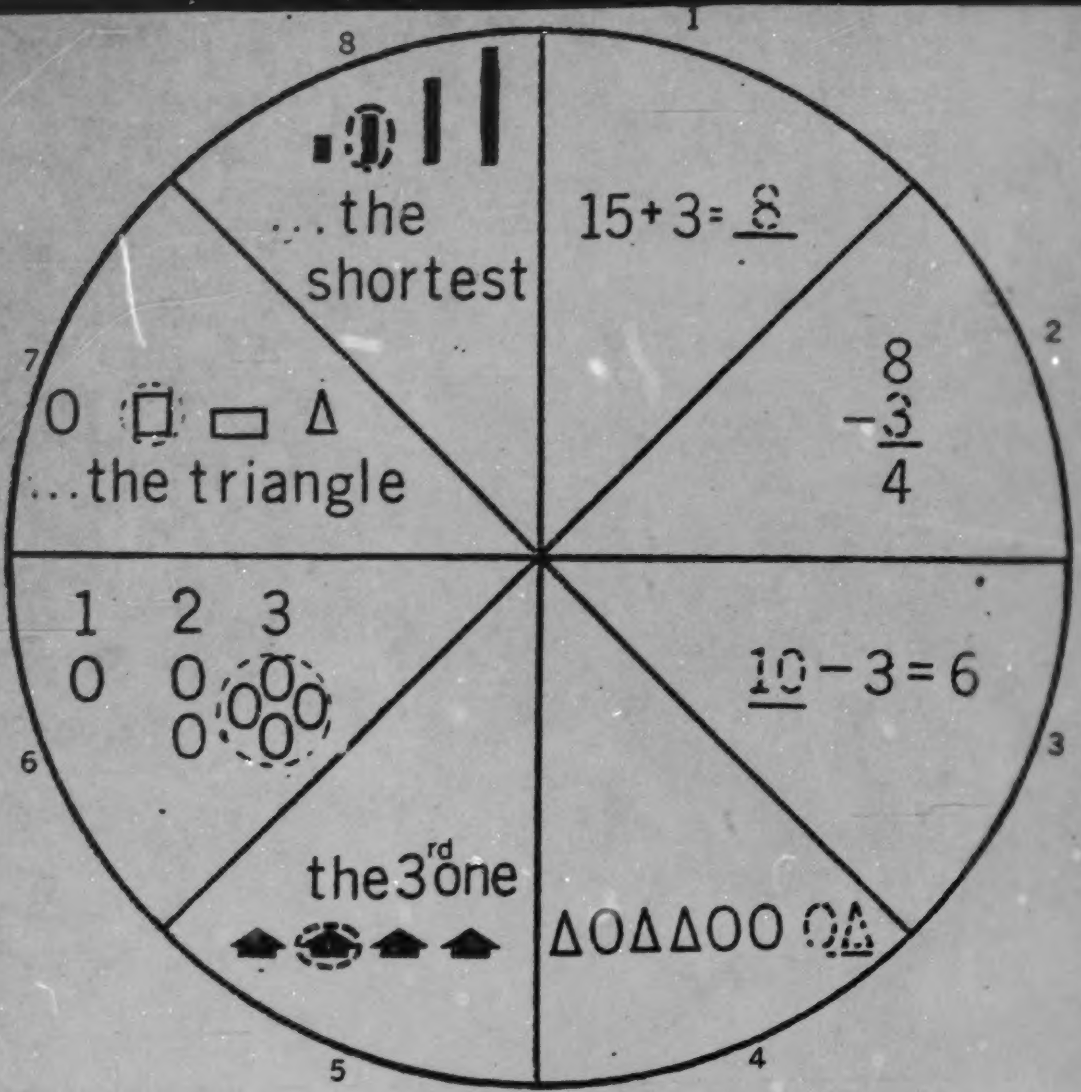
1. Choose a scorekeeper.
2. First player spins.
3. When the spinner stops, the first player selects from the "Answer Choices" list. One or more choices may be made.
4. For each instructional need, the player chooses correctly, one point is given.
5. The scorekeeper checks the answer card. Match the answer card with the number on the outside of the circle.
6. Continue with the second, third and so on players.
7. The winner is the player with the most points when time is called.

Game Objective: To determine possible instructional needs.

These answers are to be typed on small cards, numbered, and attached to the playing board. One playing board is needed for each small group. Affix a Spinner to the center of the circle.

ANSWERS:

1. Facts Horizontal
   Estimating Answers
   Facts - 20
   Missing Numeral
2. Facts Vertical
   Facts 0 - 10
   Estimating Answers
   Missing Numeral
3. Facts Horizontal
   Facts 0 - 10
   Estimating Answers
   Missing numeral
4. Continues Pattern
5. Ordinal Positions
   Vocabulary
6. One to One Correspondence
   Facts 0 - 5
7. Identification of Basic Shapes
   Vocabulary
8. Vocabulary



1
15+3= 8
2
8
−3
4
3
10−3=6
4
ΔOΔΔOO OΔ
5
the 3rd one
6
1 2 3
0 0 0
0 0
0 0
7
O □ ▭ Δ
...the triangle
8
...the shortest

ANSWER CHOICES

- FACTS HORIZONTAL
- FACTS VERTICAL
- FACTS 0 - 5
- FACTS 0 - 10
- FACTS 0 - 20
- MISSING NUMERAL
- HOUR TIME
- VOCABULARY
- 1 TO 1 CORRESPONDENCE
- CONTINUES PATTERN
- IDENTIFICATION OF BASIC SHAPES
- ½ HOUR TIME
- ORDINAL POSITIONS
- ESTIMATING ANSWERS

Stimulus	Response	Response
run	rnu	ran
top	toy	pot
red	aGh	rad
book	kood	buck
sea	c	paly

EDUCATIONAL PLAN GAME: SPELLING COMPONENT #2

Spelling Task Demands

1) HAS TO LISTEN (AUDITORY ATTENTION & CONCENTRATION)

2) HAS TO DISTINGUISH SOUNDS (DISCRIMINATION)

3) HAS TO REMEMBER THE WORD (AUDITORY MEMORY)

4) HAS TO SAY THE WORD (KINESTHETIC MOTOR RESPONSE)

5) HAS TO FORM THE LETTER THAT MATCHES THE REMEMBERED SOUND (RECALL FROM PAST INFORMATION; ASSOCIATIVE MEMORY; DELAYED MEMORY; MOTOR RESPONSE)

6) HAS TO WRITE THE LETTERS IN PROPER ORDER (SEQUENCE-TIME AND SPACE; SOUND BLENDING; AUDITORY CLOSURE; MOTOR RESPONSE)

7) HAS TO HAVE DEVELOPED A SOUND-SYMBOL RELATIONSHIP (ASSOCIATION OF AUDITORY INFORMATION WITH VISUAL INFORMATION)

8) HAS TO KNOW SPECIFIC FACTS (E.G., WHEN 2 LETTERS STAND FOR 1 VOWEL SOUND HEARD OR ONE CONSONANT SOUND HEARD, ETC. (COGNITION; MEMORY)

EDUCATIONAL PLAN GAME: BASIC SIGHT VOCABULARY COMPONENT #3

anyword

SIGHT WORD TASK DEMANDS

1) HAS TO LOOK AT IT (VISUAL ATTENTION & CONCENTRATION)

2) HAS TO HAVE HAD EXPERIENCE WITH IT (ASSOCIATION)

3) HAS TO REMEMBER IT (VISUAL MEMORY)

4) HAS TO DISTINGUISH IT FROM OTHER SYMBOLS (VISUAL DISCRIMINATION)

5) HAS TO SAY IT (TRANSLATE FROM ONE CODE TO ANOTHER-- VISUAL-AUDITORY TO KINESTHETIC-AUDITORY)

6) HAS TO UNDERSTAND DIRECTIONS (AUDITORY COMPREHENSION)

EDUCATIONAL PLAN GAME: IPD COMPONENT #4

C

IPD TASK DEMANDS

1) LOOK AT IT (FOCUS ATTENTION & CONCENTRATION)
2) PRIOR EXPERIENCE (ASSOCIATION)
3) ABLE TO MAKE A VOCAL RESPONSE (KINESTHETIC MOTOR)
4) MATCH A VISUAL SYMBOL WITH ITS AUDITORY COUNTERPART (RECALL; TRANSLATION FROM ONE SYMBOL SYSTEM TO ANOTHER; MEMORY)
5) DISCRIMINATE VISUALLY FROM OTHER LETTERS (VISUAL DISCRIMINATION)

EDUCATIONAL PLAN GAME: IPD COMPONENT #5

AN
FAN
BLAN
SHAN

ADDITIONAL TASK DEMANDS

6) BLEND (FUSE) INDIVIDUAL SOUNDS INTO A WHOLE
   (VISUAL BLENDING COMBINED WITH AUDITORY CLOSURE)
7) SEQUENCE SOUNDS (AUDITORY BLENDING; AUDITORY CLOSURE)
8) HAVE SPECIFIC KNOWLEDGE (COGNITION; PRIOR EXPERIENCE; RECALL)
   --SHORT VOWEL SOUND
   --SPECIAL SOUNDS
   --VOCABULARY
9) UNDERSTAND DIRECTIONS (COGNITION)

$$\boxed{7 + 3 = \underline{10}}$$

ARITHMETIC TASK DEMANDS

1) LOOK AT IT. (VISUAL ATTENTION & CONCENTRATION)

2) PRIOR EXPERIENCES

3) RECOGNIZE THAT THE SYMBOLS STAND FOR NUMBERS

4) DISCRIMINATE NUMBERS

5) HOW TO ACCOMPLISH THE PROCESS OF ADDITION

6) UNDERSTANDING OF NUMBERS AND SIGNS

7) BE ABLE TO WRITE NUMBERS (MOTOR RESPONSE)

8) SPECIFIC KNOWLEDGE

    --7 STANDS FOR 7 THINGS
    --3 STANDS FOR 3 THINGS
    --+ MEANS PUTTING TOGETHER
    -- = MEANS EQUAL UNITS ON BOTH SIDES OF EQUATION

APPENDIX ....SECTION I

Morrison McCall Spelling Scale

Words Correct	Grade Score	Words Correct	Grade Score	Words Correct	Grade Score
0	1.0	18	3.5	36	6.8
1	1.3	19	3.7	37	7.0
2	1.5	20	3.9	38	7.3
3	1.7	21	4.1	39	7.5
4	1.8	22	4.2	40	7.7
5	1.9	23	4.3	41	8.0
6	2.0	24	4.5	42	8.4
7	2.1	25	4.7	43	8.8
8	2.2	26	4.9	44	9.3
9	2.3	27	5.1	45	9.8
10	2.4	28	5.2	46	10.5
11	2.5	29	5.4	47	11.2
12	2.6	30	5.6	48	11.7
13	2.7	31	5.8	49	12.5
14	2.8	32	6.0	50	13.0
15	3.1	33	6.2		
16	3.3	34	6.4		
17	3.4	35	6.6		

Morrison McCall Spelling Scale

For Grades 2 to 8

List I

1.	run	The boy can run.
2.	top	The top will spin.
3.	red	My apple is red.
4.	book	I lost my book.
5.	sea	The sea is rough.
6.	play	I will play with you.
7.	lay	Lay the book down.
8.	led	He led the horse to the barn.
9.	add	Add these figures.
10.	alike	These books are alike.
11.	mine	That bicycle is mine.
12.	with	Mary will go with you.
13.	easy	Our lessons are not easy.
14.	shut	Please shut the door.
15.	done	Has he done the work?
16.	body	The chest is a part of the body.
17.	anyway	I shall go anyway.
18.	omit	Please omit the next verse.
19.	fifth	This is my fifth trip.
20.	reason	Give a reason for being late.
21.	perfect	This is a perfect day.
22.	friend	She is my friend.
23.	getting	I am getting tired.
24.	nearly	Nearly all of the candy is gone.
25.	desire	I have no desire to go.
26.	arrange	Please arrange a meeting for me.
27.	written	I have written four letters.
28.	season	Search for your book.
29.	popular	He is a popular boy.
30.	interest	Show some interest in your work.
31.	pleasant	She is very pleasant.
32.	therefore	Therefore, I cannot go.
33.	folds	My folks have gone away.
34.	celebration	There will be a celebration today.
35.	minute	Wait a minute.
36.	divide	Divide this number by ten.
37.	necessary	It is necessary for you to study.
38.	height	What is your height?
39.	reference	He made reference to the lesson.
40.	career	The future holds a bright career for you.
41.	character	He has a good character.
42.	separate	Separate these papers.
43.	committee	The committee is small.
44.	annual	This is the annual meeting.
45.	principle	The theory is wrong in the principle.
46.	immense	The man is carrying an immense load.
47.	judgment	The teacher's judgment is good.
48.	acquaintance	He is an acquaintance of mine.
49.	discipline	The army discipline was strict.
50.	lieutenant	He is a lieutenant.

INFORMAL INVENTORY...SPELLING

This was made by taking a random sample from the words introduced at each grade level in a number of widely used spellers.

Reported in EDUCATION, Volume 76 No. 5 January 1956, What About Spelling? by Emmett A. Betts. pp. 310-325.

Procedure: Pronounce each word distinctly. Use the word in a sentence. Pronounce the word again. Have the student write the word. Give each column to determine the achievement level which is the highest level at which a score of 92 to 100% is obtained; and the instructional level, the highest level at which a score of 74 to 88% is obtained.

Compare the results with the student's reading achievement. Before a child can be taught to spell a word, the word must be in his reading vocabulary. There must be ability to identify the form and associate meaning.

Level II

1. will
2. some
3. at
4. good
5. but
6. man
7. look
8. store
9. morning
10. take
11. walk
12. happy
13. off
14. live
15. four
16. boat
17. five
18. as
19. grow
20. next

Level III

1. laughing
2. oh
3. could
4. know
5. letter
6. yellow
7. don't
8. yard
9. grass
10. rained
11. stand
12. which
13. songs
14. face
15. lost
16. seeds
17. dry
18. few
19. dark
20. safe
21. flying
22. among
23. gold
24. stopped
25. I'll

Level IV

1. food
2. pins
3. trade
4. race
5. honey
6. choose
7. color
8. family
9. build
10. won't
11. wear
12. burn
13. thick
14. wishes
15. sounds
16. mouse
17. tomorrow
18. less
19. cost
20. pages
21. broken
22. voice
23. breakfast
24. mailed
25. Sept.

Level V

1. born
2. biggest
3. ought
4. gallon
5. writing
6. Wednesday
7. test
8. badly
9. discover
10. sort
11. quiet
12. shade
13. tin
14. capture
15. blood
16. coffee
17. railroads
18. promise
19. newspaper
20. earn
21. fact
22. record
23. simple
24. valley
25. bow

Level VI

1. rapidly
2. against
3. all right
4. general
5. common
6. usual
7. choice
8. success
9. lock
10. defeat
11. carefully
12. complete
13. doubt
14. trial
15. accept
16. sailor
17. conductor
18. reduce
19. explore
20. sense
21. diamond
22. faint
23. object
24. fright
25. limb

Level VII

1. ability
2. expense
3. liquid
4. replace
5. generally
6. envelope
7. affect
8. improvement
9. present
10. steer
11. split
12. namely
13. decrease
14. extremely
15. noble
16. corrected
17. mystery
18. securing
19. cocoa
20. deposit
21. introduce
22. explaining
23. aware
24. advertising
25. mayor

DOLCH'S BASIC SIGHT VOCABULARY OF 220 WORDS

1) a
little
want
here
the
for
and
can
it
go
red
blue
me
work
is
green
I
play
jump
up
help
see
down
one
look
my
to
pretty
big
make
what
in
three
ride
this
two
have
said
come
not
funny
we
you

2) all
eat
now
say
walk
but
please
who
on
came
do
new
saw
too
yes
he
stop
am
open
into
like
run
they
yellow
black
out
where
are
she
put
ran
then
with
away
good
some
did
fast
so
thank
that
will
at
get
our
went
laugh
find
was

3)about
after
again
around
ask
as
ate
be
brown
sleep
well
think
your
by
call
cold
could
every
five
fly
found
from
very
them
why
us
give
going
grow
had
has
her
him
his
how
soon
were
under
if
its
just
know
let
long
many
may
must
warm
there
wish
no
of
old
once
over
round
seven
sing
sit
take
when
upon

4)always
better
these
fall
an
both
eight
hot
any
bring
hold
never
because
drink
myself
show
been
got
shall
today

DOLCH WORDS USED IN SENTENCES

Compare the reading a pupil does in sentences to that of his calling isolated words from a word list. He may be able to pronounce words in an isolated word list but have difficulty when those same words are clustered together. He may:

--have a figure-ground problem

--not have had enough practice with the words

--have difficulty following a line of print

--not recognize the words when they have a capital letter

--only recognize the word on your flashcard

Sample Sentences

PrePrimer List

1) See this work.

2) Do it for me.

3) I have a green one.

4) Come down here and play.

Primer List

1) They will run now.

2) Who saw our play?

3) Walk away fast!

Informal Pupil Diagnosis Sheet for Grouping

Special Reading Services **Form B**

Name______________________________ **Date**______________

School______________________ **Teacher**______________ **Room**___

1. Letter

Names																
	n	g	s	p	c	t	w	h	m	r	b	y	d	l	k	f
Sounds																

II.

PP. a big not have in little me said to up

P. are boy did had girl on parks like thank hello

1. about birthday would last worked hill thing over hurry know

2^1 across before circus hear bed save plant people said aunt

2^2 ate butter dish floor hole proud rest month summer ship

3^1 ahead chocolate fight wall palace stove really those several wet

3^2 ax bread couple explain hoes surface lives pencil speak wore

4. Squeeze willing weight nervousness shear pedal breathe
burst ought yelled

5. Action mixture committee foreign calm leisure die
hailed immense thermometer

6. abandon athletic limit source casually national
fantastic protested verdict threatened

7. decreased tactful degradation moderate garbage
candidate wrestled carburetor omelet transmission

III.

an in us on ed
gan rin tus lon hed
gran brin skus blon sted
chan shin whus thon tred

IV.

mobe shay terk mawl
mite beed gard dout
nete dail burt poin
sape heap cort soob
ruke roat dirp kaup

V. IDENTIFY PREFIX OR SUFFIX

unlike lovely hopeful biggest farmer
return helpless imperfect disable

VI. SYLLABICATION

welcome minute vinegar coconuts
higher climbed creatures beautiful

DIRECTIONS FOR ADMINISTRATION OF INFORMAL PUPIL DIAGNOSIS

A. General
  1. Have one copy of diagnosis for child to read. It may be mounted on tagboard for ease in handling.
  2. Have one copy of diagnosis for teacher to mark (for each pupil).
  3. Sit slightly behind and to the right of pupil so that marking of test will not distract him.
  4. Fill in all spaces at top of sheet before beginning test.

B. Specific
  1. Part I Letter Names and Sounds
     a. Ask child to give names of letters. Record all responses in space above.
     b. Ask child to give sound of letters. Record all responses in space below.
     c. Accept either sound of c, y, and g.
  2. Part II Vocabulary Levels
     a. Ask child to begin reading at row PP and read each row of words until told to stop.
     b. Circle level where child makes three or more errors.
     c. Try next level. His instructional level will be the first level at which errors do not exceed three.
  3. Part III Short Vowel Sounds; Consonant Substitution
     a. Ask child to read each column of words. Record all responses.
  4. Part IV Long Vowel Sounds and Special Sounds
     a. Ask child to read each row of words. Record all responses.
  5. Part V Prefixes and Suffixes
     a. Ask child to show the part which has been added to each root word. Circle part he indicates.
     b. If desired ask how added part changes the meaning of the word.
  6. Part VI Syllabication
     a. Instruction Level 1 and 2
        (1) Teacher pronounces word and child tells how many parts he hears.
        (2) Write number child gives above the word.
     b. Instructional Level 3 - 7
        (1) Ask child to tell where he would divide each word into syllables (parts).
        (2) Teacher marks copy as child gives division(s). Accept any division that indicates the child is aware that the number of vowel places is a clue to the number of syllables e.g., one syllable in bed, read. Two syllables in shuf/fle or shuff/le.

C. Evaluation
  1. Determine instructional (basal) level from results of Part II.
  2. Determine special needs grouping from results of Part I, III, IV, V, and VI.

D. Recording Cord
  1. Record all incorrect responses (e.g., are for our).
  2. Use the following symbols: ✓ = correct, x = incorrect, 0 = omission, h = three-second hesitation, R = repetition.

SUGGESTED INSTRUCTIONAL STRATEGIES

Use visual whole-word approach

Use auditory sound symbol method

Use kinesthetic approach

Use varied patterns of V.A.K.T.

Use drill and repetition

Use concrete situations and materials when possible

Use multi-media activities and equipment

Use programmed-like and programmed materials

Use praise

Use a calm, firm voice

Use manipulative devices and objects

Use uncluttered pages

Provide questions prior to oral or silent reading

Use chart stories with pictorial representations of vocabulary words to supplement basal reader

Use small group instruction

Give explanations for expected behavior

Use high interest, low vocabulary books

Give oral arithmetic problems based on daily life situations

Use strength areas for instruction

Remediate deficit areas (especially . .)

Use life situations for problem-solving

Give immediate praise and/or reward for positive behaviors

Use headphones in combination with visual stimuli

Use audio-visual equipment

Oral directions, oral stories, etc. should be accompanied by visual & haptic input

Drill through games

Use varied time spans

Provide high interest units

Provide child involved materials

Use practical application of problems to be solved

Provide visual clues

Use clear dark dittoes

Provide a quiet environment

For writing use:
    Visual to motor method
    Visual to auditory to visual-motor method

    Kinesthetic to visual-motor method

    Kinesthetic to auditory to visual-motor

Use Grapho-vocal approach for spelling

Use look and spell method

Use part to whole approaches
Encourage questions

Use encouragement.

Use total communication - speech, speech reading, auditory training, finger spelling, signing, gesturing.

FIRST GRADE DIAGNOSTIC TEST

Make a copy of this test for each child that is to be tested. The teacher will read the following directions for numbers 1 through 3. The problems numbered 4 through 7 may be done independently by the children.

1. Write the number of dots under each group.
2. Write the missing numbers in each line
3. Write the missing numbers to finish each number story. :

1.

0 0 0	0 0	0 0 0	0 0 0
0 0 0	0 0	0 0	0 0
0	0	0	0 0 0
______	____	_____	______

2. 7 is 1 more than ____
4 is 1 more than ____
6 is 1 more than ____
9 is 1 more than ____

4 is 1 less than ____
2 is 1 less than ____
9 is 1 less than ____
5 is 1 less than ____

3. 4 + 5 =
8 - 6 =
2 + 5 =
3 + 2 =

5	2	3	1
+1	+2	-1	+1
3	5	7	3
+3	+3	-4	+1

4. Draw a clock that says 7 o'clock.

5. Draw a line segment 3 inches long.

6. A dime is ________cents.

7. A nickel is ______cents.

SUGGESTED ARITHMETIC INFORMAL TEST

$\begin{array}{r} 4 \\ +\,3 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 4 \\ +\,5 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 8 \\ +\,7 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 9 \\ +\,4 \\ \hline \end{array}$ $\quad$ $3 + 7 = \_\_\_$

$2 + 6 = \_\_\_$ $\qquad$ $0 + 4 = \_\_\_$

$\begin{array}{r} 7 \\ -\,5 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 10 \\ -\,6 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 11 \\ -\,3 \\ \hline \end{array}$ $\quad$ $16 - 9 = \_\_\_$

$\_\_\_ - 1 = 8$ $\qquad$ $14 - \_\_\_ = 6$

$\begin{array}{r} 43 \\ +\,25 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 254 \\ +\,135 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 35 \\ +\,27 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 23 \\ 32 \\ +\,42 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 42 \\ 36 \\ +\,15 \\ \hline \end{array}$

$\begin{array}{r} 78 \\ -\,6 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 267 \\ -\,42 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 72 \\ -\,3 \\ \hline \end{array}$

EDUCATIONAL PLAN

NAME: ______________________ BIRTHDATE: ______________ GRADE: __________ DATE: __________

I. PRESENT LEVEL OF ACADEMIC PERFORMANCE

READING TEST: ______________

Sub-Tests:

SPELLING TEST ______________

GENERAL INFO. ______

WORD RECOGNITION ______

ARITHMETIC TEST: ______________

OTHER ______________

ORAL READING ______

Sub-Tests: COMPUTATION ______

SILENT READING ______

REASONING ______

ESTIMATED LISTENING POTENTIAL ______

I.R.I. ______________

STRENGTHS: ____

II. INSTRUCTIONAL OBJECTIVES

A. LONG-RANGE GOALS ____

B. IMMEDIATE OBJECTIVES ____

III. STRATEGIES

IV. DEFICIT AREA

SPECIFIC REMEDIATION TECHNIQUES

V. SUGGESTED MATERIALS

VI. IMPLEMENTATION (INCLUDING PROJECTED DATES FOR INITIATION AND DURATION)

VII. EVALUATION (INCLUDING TIME LINE)

APPENDIX ....SECTION II

(Please note page number system changes in this section)

WISC

ARITHMETIC

MEASURES - the child's ability to solve arithmetic word problems which are figured mentally without the aid of pencil or paper. It shows practical knowledge of computational facts and concepts.

EDUCATIONAL IMPLICATIONS - This sub-test requires the child to manipulate complex thought patterns, to follow verbal directions, to concentrate on selected stimuli, and to utilize abstract concepts of number and numerical operations. Overall numerical reasoning abilities are involved.

REMEDIATION PROCEDURES:
See Pages 4 and 5

BLOCK DESIGN

MEASURES - the ability to perceive, analyze, synthesize and reproduce abstract designs. It involves visual-motor coordination plus sustained concentration.

EDUCATIONAL IMPLICATIONS - This sub-test utilizes non-verbal concept formation, capacity for sustained effort, visual motor coordination, abstract and concrete thinking ability and overall ability to plan and organize.

REMEDIATION PROCEDURES:
See Pages 5 and 6.

CODING

MEASURES - nonverbal organization and memory. Requires association of symbols, psychomotor speed, visual-motor dexterity, and flexibility in new learning situations.

EDUCATIONAL IMPLICATIONS - visual motor dexterity, pencil manipulation, speed and accuracy.

REMEDIATION PROCEDURES:
See Pages 6 and 7.

COMPREHENSION

MEASURES - practical information and a general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

EDUCATIONAL IMPLICATIONS - child draws upon past experiences in reaching the solution to common sense problems and situations.

REMEDIATION PROCEDURES:
See Pages 7 and 8.

DIGIT SPAN

MEASURES - rote sequential memory for digits, as well as mental manipulation and concentration.

EDUCATIONAL IMPLICATIONS - ability to recall auditory information in proper sequence and detail is measured by this test. This test also demands of the child the ability to hold attention and the ability to synthesize and organize in a structured situation.

REMEDIATION PROCEDURES:
See Pages 9 and 10.

INFORMATION

MEASURES - range of information acquired both in the home and at school. It requires associative thinking and general comprehension of facts.

EDUCATIONAL IMPLICATIONS - measures associative thinking and general comprehension of facts which are acquired both in the home and school. The acquisition of these facts is based on the child's interest, background, alertness to his surroundings and his overall urge to collect knowledge.

REMEDIATION PROCEDURES:
See Pages 8 and 9.

OBJECT ASSEMBLY

MEASURES - visual-motor coordination, synthesis of concrete forms, spatial orientation, and flexibility in working toward a goal.

EDUCATIONAL IMPLICATIONS - simple assembly skills, and the ability to synthesize concrete parts into meaningful wholes.

REMEDIATION PROCEDURES:
See Page 10.

PICTURE ARRANGEMENT

MEASURES - the ability to see a total situation based on visual comprehension, temporal sequence, and "social intelligence".

EDUCATIONAL IMPLICATIONS - based on visual comprehension and organization and environmental experiences.

REMEDIATION PROCEDURES:
See Page 11.

PICTURE COMPLETION

MEASURES - perceptual and conceptual ability, the ability to visualize essential from non-essential detail, and long term visual memory.

EDUCATIONAL IMPLICATIONS - identify familiar stimuli from one's environment (school and home). The individual's visual conceptual abilities are also measured.

REMEDIATION PROCEDURES:
See Page 12.

SIMILARITIES

MEASURES - both abstract and concrete reasoning abilities and the ability to form verbal concepts.

EDUCATIONAL IMPLICATIONS - it involves verbal concept formation, capacity for associative thinking and remote memory.

REMEDIATION PROCEDURES:
See Page 13.

VOCABULARY

MEASURES - the child's verbal resources and reflects his level of education and culture. It evaluates his ability to understand words and his general range of ideas and information.

EDUCATIONAL IMPLICATIONS - the individual's accumulated verbal learning ability, range of ideas, fund of information, and qualitative levels of reasoning ability.

REMEDIATION PROCEDURES:
See Page 14.

ARITHMETIC REMEDIATION PROCEDURES

Primary Level:

1. Present groups of objects (blocks, pencils, chairs, pictures) and introduce concepts of more, most, least, less.
2. Use a picture line - cards with simple pictures - and teach concepts of first, last, second, middle, and next to last.
3. Teach counting numbers by having child match sets (doll, block, ball-set of toys, dog, cat, horse - set of animals). Child should match similar sets by number and classification.
4. Identify number names and number order by rote and with objects.
5. Introduce geometric shapes (line, square, triangle, circle) and have child trace, copy, match, and name.
6. Encourage familarity with time and measurement through the use of clock face, calendar, money, and ruler.
7. At the end of the primary period, the chid should be expected to count from one to one hundred, add sums of ten and under, and have some simple subtraction facts within his grasp.

Upper Primary Level

1. Where necessary, review and reinforce primary level skill.
2. Extend numberical concepts such as equalities and inequalities, addition and subtraction facts through one hundred and number families. concrete objects may be used for demonstration. Drill and practice of facts are essential.
3. Emphasis should be placed upon the concept of ZERO by use of a variety of arithmetical tasks involving the use of the zero. An abacus may be used to demonstrate place value and the role of zero (the role of the zero can never be overemphasized especially with a child who displays a deficiency in this sub-test).
4. Introduce the concept of halves and quarters (simple fractions). Flannel board material, blocks, and pie cut-outs may be used for demonstration.
5. Using concrete visual aids, simple multiplication and division facts may be introduced. Drills in simple times tables may be attempted. Flash card material may be teacher-made or purchased commercially.
6. Introduce simple word problems utilizing number skills acquired at this level. Have the child present word problems for solving (insure that child knows the solution to his own word problem).
7. Teacher concept of odd and even numbers, concrete objects may be used.

Intermediate Level

1. Review and reinforce previous concepts that the child was exposed to and is expected to know. Do not take the child's knowledge of basic facts for granted.
2. Drill and practice of facts is essential. Make drill and practice interesting by a variety of experiences. Children may figure batting averages, won-lost percentages, bowling averages, and approximate costs of groceries or other home expenses.

Arithmetic continued

3. Use of decimals in addition, subtraction, multiplication, and division can be presented and drilled with similar exercises as mentioned previously.
4. Simple graph procedures may be introduced (bar graph). Graphs may be made of the children's height or weight.
5. Methods of measurement may be extended. Child can measure the classroom, the school building, or the distance another classmate jumps or throws a ball.
6. Grade level concepts continued to be taught with emphasis upon visual aids and concrete demonstrations for the child who has a disability in the arithmetic reasoning areas.

BLOCK DESIGN REMEDIATION PROCEDURES

Teaching Procedures: The teacher should tie in various concepts that the child has learned and present material in an organised and meaningful manner in order to show the relationships of these concepts. Such a child tends to learn piecemeal, consequently, in giving directions, the teacher should initially stress concrete rather than the abstract instructions until the child's ability to deal with abstractions improves.

Primary Level:

1. Make extensive use of concrete materials such as blocks, pictures, pegboards. Use of Stern materials and Cuisanire Rods in teaching basic math.
2. More time should be used when introducing new materials to a child with this disability.
3. Present new work sequentially and give ample opportunity to master a new concept before the next concept is presented.
4. There should be frequent reinforcement of previously acquired skills by allowing more time for practive exercises.
5. Visual perceptual abilities may have to be reinforced by use of the Frostig materials, Continental Press materials, and Visual Motor Integration materials. If formal materials are not available, encourage exercises in tracing and coloring within lines.
6. Make use of paper cutting and folding exercises.
7. Form board exercises should be helpful to this child.

Upper-Primary Level

1. Extension of exercises and activities from primary level appropriate to grade level.
2. Encouragement of independent free drawing and structured art activities, (copying).
3. Make use of puzzles appropriate to chronological age level.
4. Use spirogram type games for geometric pattern drawing.
5. Assembling parts of compound words from a master list to which the child can refer can be useful.

6. Engage child in sorting exercises by size, texture, color (buttons, blocks, beads).
7. Use exercise in figure ground(finding hidden geometric shapes, refer to Frostig materials).

Intermediate Level
1. Present jumbled sentences that the child has to reconstruct according to a master list and freedom of choice.
2. Make use of advanced jigsaw puzzles.
3. Emphasize the copying of material from the board and from books (words, sentences, figures, numbers).
4. Require the child separate real words from nonsense words.
5. Have the child categorize picture topics or subjects such as transportation-land, sea, air; foods-fats, protein, carbohydrates.
6. Child's desk may be moved close to blackboard and he may be requested to work problems from a vertical plane(board) rather than horizontal plane (desk).

CODING REMEDIATION PROCEDURES

The teacher should structure the child's activities in class and homework assignments. Instructions for any new learning situations should be on an individual basis. The teacher should introduce new concepts gradually and in a supportive manner. The teacher can apply the use of meaningful practive and drill, emphasize copy work from the blackboard and use rote drills whenever possible. Due to the child's rigidity in approaching new materials, he may experience difficulty in accomplishing grapho-motor assignments, therefore, the child should be given more time to complete copy work and written assignments.

Primary Level:
1. Pegboard copying from simple teacher-presented designs.
2. Copying and matching geometric figures by connecting dot patterns.
3. Make use of sewing cards-child outlines figures, designs, and pictures with a needle and yarn.
4. Emphasize good penmanship habits by giving exercises dealing with the making of repetitive ovals, circles, lines, and staying within appropriate limits.
5. Matching of a teacher-made code with animals. (a picture of a dog is matched with a circle or a specific color).
6. Matching number and letter configurations.

Upper-Primary Level:
1. Develop a code whereby geometric figures and numbers are matched.
2. Make use of map legend by having child find roads, rivers, cities, etc. Have the child develop a legend of his own.
3. Have the child memorize short rhymes, poems, and lyrics of songs.
4. Simple Simon Games.
5. Make use of the KODALY hand motions for notes.
6. Penmanship exercises leading toward cursive writing.

Intermediate Level:
1. Emphasis on written expression with particular attention paid to penmanship.
2. Make use of typewriter exercises.
3. Present simple social problems requesting alternative reactions.
4. Teach the child basic charade code and have the child act out familiar story and song titles.

5. Make use of mnemonics such as (HOMES) for naming the Great Lakes or have the child devise his own codes.
6. Make use of time limits when assigning certain classroom activities.

COMPREHENSION REMEDIATION PROCEDURES

The teacher should consider the assignment of minor responsiblities to the child in order to provide experiences for him to proceed on his own. Emphasis may be placed upon "What to do if...? situations, and many "why" type questions will have to be asked. The teacher should be prepared to guide the child in cause and effect relations. Inferential thinking on the part of the child should be encouraged, for example "It's snowing outside and a fire is roaring in the fireplace...What time of the year is it?"

Primary Level:

1. Child should be required to give simple explanations to such questions as "Why do we have houses?", "Why do we have policemen?".
2. Conduct stimulus response exercises - a certain stimulus leads to a response (What do we do when it rains? What should we do if we have a cold?).
3. Have child bring in pictures of activities and relate them to other areas (pictures of a tractor-Is the tractor clearing land for farming or for buildings? Why?).
4. Practice giving directions and have child respond to show understanding.
5. Have child describe pictures in detail.
6. Child may describe his father's job or a job that he would like to have.
7. Review basic concepts of up, down, behind, before, after, later, first, last, etc.
8. Help child in discussing simple nursery rhymes, fairy tales and fables.

Upper-Primary Level:

1. Tell a story pausing frequently and have child fill in (make up) the missing details.
2. Continuation of cause and effect questions.
3. Have child teach his favorite game and the rules necessary to play.
4. Child should be able to explain what to do during a fire drill and why.
5. School safety rules and safety rules in general may be explained by the child with reasons for obeying these rules.
6. Have the child explain expected conduct during various activities (in library, cafeteria, at a party, in movies).
7. Child should explain why we have policemen, firemen, nurses, porters, plumbers, etc.
8. The child should be able to explain about respecting the rights of others.
9. Insure that the child understands the concept of putting off today's rewards for tomorrow's harvest. Concept of saving and concept of planning for a future.

Intermediate Level:

1. Social studies and arithmetic should be taught with emphasis on cause and effect-Why does 3+1=4, and 1+3=4? Why are there ghost towns?
2. Help child develop a more mature understanding of the rights of others and his own responsibilities.
3. Discuss personal involvement with local and state happenings and have child include alternate approaches.
4. Assign projects that child can do and have him describe to class.
5. Present exercises in abstract thinking. Commercially available puzzle books would be useful.

Intermediate Level:

1. Have the child repeat tongue twisters (a bucket of black bug's blood).
2. Require exercises of immediate recall of spelling words that are newly introduced. Spelling-bee games are useful.
3. Present phonetic rules and have child repeat, write and memorize.
4. Stress may be placed on the rules of syllabication.
5. Present numbers or letters in sequence and have child repeat. Attempt to build child to seven digit repeating ability.
6. Child may take part in play requiring memorization of lines.
7. Have child prepare a list of the many sounds he hears throughout the day - at home and in school.

INFORMATION REMEDIATION PROCEDURES

The teacher must have a firm background in subject area and have ample anecdotes at her disposal to motivate the child to extend himself in seeking information and completing class assignments. The teaching must encourage the child and inspire enthusiasm. Earlier learned concepts should be reinforced by frequent reviews of basics. The home must be involved even more than the school in that the parents should be encouraged to have meal time discussions, family trips, and to stimulate the child to have a variety of reading experiences.

Primary Level:

1. "Show and Tell" as a matter of class routine. Structure "Show and Teel" by encouraging the child to bring specific items to tell about leaves, footwear, handwear (gloves-work and play).
2. Planned visits to community agencies-fire house, police station. If trips are not practical, invite guest speakers from various public agencies, county agricultural agent, police chief,etc.
3. Use Benefic Press Series, of "What is a _________?" (Sailor, bee, tree, etc.)
4. Have a wide variety of primary books and pictures displayed and available in various parts of the room.
5. Have the child discuss local geography, names of streets surrounding school, street address, etc.

In all of the above, the child with a deficiency in the information area will have to have more individual attention. Extra time may well be utilized in extending explanations to him.

Upper-Primary Level:

1. Reveiw basic concepts such as days of the week, months, time elements, compare distances within city or school, coin values, common prepositions, and concepts of opposite and same.
2. High interest low vocabulary reading materials such as Cowboy Sam Series and Bucky Buttons Series, can be useful in helping to improve the general fund of information.
3. Discuss names and locations of neighboring communities; teach directions, North, South, East, and West.
4. Discuss local industry. How does daddy make a living? Visits to factories where possible.
5. Directed viewing of television programs.
6. Reporting of major current events and discussion of such by using pictures and articles from newspapers and magazines.
7. Give the child a simple project as planting flower seeds in a pot, planting a sweet potato and encourage the child to explain the project.
8. Encourage independent oral expression by having the child describe things in the room or outside.

6. Use stategy games such as checkers, Monopoly, Scrabble, and Clues to help judgment and planning abilities.
7. Assign composition work. Child to select his own topic for a one page composition, teacher assigns topic for another. Teacher topics should be extremely vague with nothing more than the tipic given as explanation of what is expected, (topic examples: "X", "Hot Water", "All About", "Blues", "Why", etc.)

On the Intermediate Level the remedial practices for comprehension improvement may be oral or written.

DIGIT SPAN REMEDIATION PROCEDURES

All directions should be given clearly and slowly, and they should be reeated whenever necessary. The teacher should attempt to reduce the number of instructions presented-not, "Hold the paper at a 45 degree angle and place your name to the extreme left," but, "Place your name at the top of the paper." Emphasis should be placed upon simple and specific instructions in task assignment.

Efforts should be made to insure that the child understands the verbal instructions by application of proximity supervision and through the use of the sense modalities when necessary. This involves standing near the child and helping the child to get started.

Primary Level:

1. Have the child listen. Have him name a sound he hears outside, in the room, or in the hall.
2. Initiate grocery store game whereby the child is required to purchase certain items named by other children in sequence.
3. Simple Simon games are useful.
4. Have the child repeat simple phrases, sentences, and nursery rhymes.
5. Request the child to repeat teacher prepared number sequences such as phone numbers and addresses.
6. Child should be encouraged to repeat simple rhyme patterns he hears the teacher or classmates tapping or clapping. Boards by the Developmental Learning Materials Company would be useful.
7. Child should listen to a series of common sounds (animal), name the sound and then attempt to imitate them in sequence.

Upper-Primary Level:

1. Have the child repeat number and letter combinations in proper order then backward (A-F-P-R, 1-4-7-3, Z-V-6-K, etc.)
2. Use rhythm exercises involving clapping and tapping. DLM Buzzer Board is useful.
3. Require the child to provide missing letters or numbers as he listens to teacher say them (1-2-3--5-6, F-G--I-J).
4. Have the child provide missing sounds to words presented by the teacher such as bo-le (bottle), airpla-(airplane), da-y(daddy), and -acaroni (macaroni).
5. Child may be required to memorize simple poems and rhymes.

Intermediate Level:

1. Motivate interest in surroundings of city, county, state and nation.
2. Discuss famous community and state leaders.
3. Motivate the child to take responsibility in an area of interest (hobby) which would require use of library materials such as almanacs, encyclopedias, etc.
4. Encourage independent pleasure reading without requiring a formal book report. Place emphasis on oral book reports on a volunteer basis.
5. Have the child participate in oral discussions describing events or happenings. Encourage participation in class projects.
6. Assign the child to group projects selecting the group with care. On occasion, attempt to place the child with children who have a substantial fund of general information and who have displayed the ability to accept a somewhat slower child.

OBJECT ASSEMBLY REMEDIATION PROCEDURES

In giving instructions, the teacher should attempt to use visual and auditory clues as much as possible with strees upon the manipulative or kinesthetic approach. It may be necessary to reinforce the child's awareness of the goal to be achieved by impressing upon the child the reason behind the assignment. The teacher may have to assist the child in organizing and planning his work for the child may become involved with detail rather than the whole project. Urging to break away from minor details may be necessary. Stress the totality of the project rather than the detail within the assignment.

Primary Level:

1. Tracing outlines of familiar objects such as animals, cars, toys, etc.
2. Present incomplete drawings of familiar objects and forms and have the child complete the picture.
3. Make use of simple jigsaw puzzles.
4. Make use of Popper Words from Dolch list.
5. Brief exposure to common objects and have the child attempt to identify such.
6. Make use of creative stories by Instructo Company. The child creates a story from flannel board characters.

Upper-Primary Level:

1. Make use of giant size poster cards that have missing letters and have the child supply the letter to make the total word.
2. Make use of flash card work.
3. Make use of dictionary exercises.
4. Make use of the Stern arithmetic materials.
5. Cut up words and have the child make simple sentences.

Intermediate Level:

1. Teach the child simple outlining.
2. Have the child find the key idea in paragraphs or stories.
3. Make use of cut up sentences that could be arranged to make logical sentences.
4. Have the child attempt to relate orally, and in writing, a story or T.V. show that is familiar to him.
5. Emphasis should be placed upon the creative writing and poetry at the child's level of functioning.
6. Exercises in HEKU poetry should be give. (17 syllable description of nature)

PICTURE ARRANGEMENT REMEDIATION PROCEDURES

The teacher should encourage pupil and group experiences which allows the child to gain some level of independence. The child must be motivated to use independent judgment. The teacher might institute a proper social framework from which the child can work. Comprehension of social situations can be remediated by getting the child to participate as much as possible in class parties, plays, sports, etc. An attempt should be made to present activities in a logical sequence in order to facilitate the attainment of goals in an organized and comprehensible manner.

Primary Level:

1. Awareness of safety rules and procedures. Why is order necessary in fire drills? Why resprect property rights of others?
2. Reward good behavior, attendance, punctuality, etc. with appropriate awards. Negative behavior should be de-emphasized by giving it a reduced amount of attention.
3. Interpret simple proverbs, "Haste makes waste", "The early bird catches the worm".
4. Discuss abstract terms such as kindness, sadness, etc.
5. Discuss the need for good health habits.

Upper-Primary Level:

1. Reinforcement of basics mentioned at the primary level.
2. Place emphasis upon sportsmanship and rules of the game.
3. Stress rules of good conduct and the need for general rules and regulation for conduct within the school setting.
4. Work with incomplete number sentences, 5 + ___=8, etc.
5. Give child work with sentences requiring the child to fin in missing words.
6. Read fables and discuss, (Aesops).
7. Make up stories that the child can complete which will ahve a social lesson.
8. Have one child start a story and another child make up an ending.

Intermediate Level:

1. Oral and written discussion of alternate behavior regarding current events etc.
2. Reinforce good social conduct.
3. Discuss appropriate behavior as related to good citizenship.
4. Utilize the stories of famous men and their deeds as a stimulus for a discussion.
5. Apply the use of fables, and proverbs for the appropriate grade level.
6. Discuss vocations and avocations.
7. McCall-Crabbs and Gates Peardon "B" reading materials to make inferences and draw conclusions.

PICTURE COMPLETION REDMEDIATION PROCEDURES

The teacher should stess visual learning techniques which emphasize the details within the whole. The teacher should examine the child's written work looking for clues as to his attack on learning. The child's vision should be tested in order to rule out visual impairment. In some instances, placement of child's desk close to chalkboard will be of help. Assignments requiring the child's visual concentration should be employed by the teacher. The teacher should require a child with this deficiency to record all homework assignments and directions in detail.

Primary Level:

1. Make use of twenty questions- animal, vegetable, mineral.
2. Utilize rebus stories.
3. Have the child identify common objects and discuss the details of these objects.
4. Guessing game. Teacher describes a person in the classroom or a familiar person in the building or community (custodian, nurse, classmate, fireman). Child must guess who it is.
5. Matching of letters, colors, numbers, geometrical shapes.
6. Construct compound words through the use of pictures in magazines and newspapers. (Select separate pictues of fire and man - fireman)
7. Use simple jigsaw puzzles.
8. Make use of "how to" exercises. Have the child describe "how to" make a bed, tie a shoe.
9. The child completes simple pictures (Cat-House-Clown) that have missing lines or parts.

Upper-Primary Level:

1. A Dolch crossword puzzle books and map puzzles could be used.
2. Have the child give oral descriptions in detail of various action scenes in books and magazines.
3. Analysis and synthesis of compound words. Present compound words and have the child find small word in the larger element and vice versa.
4. Introduce the child to the world map and its major land formations, (continents).
5. Make use of jigsaw puzzles appropriate to the child's age level.
6. Use the "how to" activities described above in Primary-8.
7. Activities where the child draws and paints by numbers can be useful.
8. Present incomplete geometric shapes that the child is required to complete.

Intermediate Level:

1. Use road map exercises. Have the child plot a route from one point to another listing the cities passed through. Mileage between points can be calculated.
2. Have the child present written descriptions of pictures, objects, books, action programs, television and movies.
3. Sentence analysis involving compound sentences, complex sentences, and parts of speech will focus attention on parts of whole.
4. Make use of jigsaw puzzles and crossword puzzles at appropriate age levels.
5. Assign simple science experiments where the child can list in detail the procedures and observations of the experiment.
6. Give the child exercises in choosing titles and finding the main ideas of written selections.
7. Continue picture completion drawing exercises at an advanced level.

SIMILARITIES REMEDIATION PROCEDURES

Understanding of the concept of "sameness and differences" is essential. Emphasis should be placed upon common elements in class identity and on analogical thinking. In giving directions, the teacher should initially stess concrete, rather than the abstract, until the child's ability to deal with abstractions improves.

Primary Level:

1. Use dissimilar objects which have a commonality of shape. (Ex. roundness of a ball, apple, circle, etc.). Use dissimilar objects which have a sameness of color. (Ex. red apple and red fire engine, green grass and green traffic light.) Use dissimilar objects which function in an alike manner. (Ex. airplanes and birds both fly.) These exercises aid in showing various relationships.
2. Have child make a scrapbook of pictures in broad classifications, (animals, buildings, vehicles, etc.)
3. Completion of fundtional sentences: Rabbits are fast, turtles are _____; The sun shines during the day, the moon during the _________; Winter is cold, summer is __________.
4. Matching abstract concepts with concrete pictures. Mother holding child-love, happy, clown- funny, silly, happy.
5. Acting out emotions-happy, sad, angry, etc.

Upper-Primary Level:

1. Teach generalizations. Discussions and illustrations of modes of transportation. Disucssion of types of clothing.
2. Teaching of similarities and differences of geometric designs. Similarities and differences of right triangle, isosceles triangle; circular forms-sun, moon; rectangular forms-doors, windows.
3. Similarities and differences of topography such as lakes, rivers, oceans, mountains, hills.
4. Discussion of zero in arithmetic practice exercises with regards to meaning- (such as nothing, nil, void).
5. Discussion of key determiners in sentences, more-less, most-every, less-least, etc.

Intermediate Level:

1. Develop and write lists of verbal oppostics and similarities.
2. Classification of tools. Pounding tools (hammer, ax); turning tools (screw driver, wrenches).
3. Classification of animals. Mammals, reptiles, birds, fish; land animals-sea animals; carnivorous-herbivorous.
4. Classification of musical instruments. Wind, brass, percussion.
5. Simple scientific experiments in which two ingredients are resolved into one.
6. Physical properties of simple chemical compounds, such as water, ice, steam. Also discuss nolten and solid states of various metals.
7. Discussion of abstracts, such as liberty, justice, freedom, minority, majority.

VOCABULARY REMEDIATION PROCEDURES

The teacher should encourage pleasure reading and the expression of ideas through oral and written assignments. Pleasure reading on the part of the child should be encouraged to be consistent with his own personal abilities, interests, hobbies, and ambitions. To accomplish this the teacher should assist and supervise the selection of reading materials. Listening skills should be emphasized. The teacher should be alert to the fact that she might be using words which are beyond the child's immediate knowledge, therefore, the teacher should continually question the child's grasp of the words used.

Primary Level:

1. Encourage rebus book reading.
2. Present various objects in the classroom and require the child to name the dirrerent qualities of the objects, such as size, shape, color, use.
3. Expose the child to various objects related to nature.
4. Make extended use of show and tell games.
5. The child should repeat simple stories told by the teacher or classmate. In addition, the child can be asked to describe a simple story, television program, or game.

Upper-Primary Level:

1. Introduce dictionary work.
2. Introduce words.
3. Emphasize parts of speech and the roles words play in our language.
4. Make use of abstract words such as love, like thought, good.
5. Insure working vocabulary knowledge for each subject area in science, history, mathematics.

Intermediate Level:

1. Insure a minimum vocabulary key for each subject area.
2. Place greater emphasis upon written expression and writing abilities.
3. Assign required readings and involve the child in play-acting the different characters or verbally explaining the materials read.
4. Increase dictionary work whereby the child might be requested to give word origins or trace the development of meaning to current day usage.
5. Develop technical mastery for subject area mastery.
6. Make use of crossword puzzles, scrabble games, analogy games. Also, have the child make up his own word games and crossword puzzles.

ITPA

AUDITORY ASSOCIATION

MEASURES - The ability to organize and relate spoken words in a meaningful way. Requires the production of analogies or opposites.

EDUCATIONAL IMPLICATIONS - It determines the youngster's ability to relate concepts presented orally. Child cannot produce a word orally which is associated in a meaningful way with a stimulus word

REMEDIATION PROCEDURES:
See Page 5 and 6

AUDITORY CLOSURE

MEASURES - The ability to perceive a whole word when only some of it is heard

EDUCATIONAL IMPLICATIONS - Child cannot: blend sounds into words; recognize a word from a partially presented one; understand when someone speaks too quickly or moves around the room; understand people with a different accent; respond to clues given when he's trying to read; spell very well; understand directions or sentences if he does not hear entire statement.

REMEDIATION PROCEDURES:
See Page 6.

AUDITORY RECEPTION

MEASURES - The ability to comprehend the spoken word.

EDUCATIONAL IMPLICATIONS - In the classroom, the child might display difficulty sounding out words, understanding oral presentations involving the concepts of time, quantity, quality, or direction in space orientation.

REMEDIATION PROCEDURE:
See Pages 6 and 7.

AUDITORY SEQUENTIAL MEMORY

MEASURES - The retention span for digits and the ability to correctly repeat a sequence of auditory symbols.

EDUCATIONAL IMPLICATIONS - The child does not have the ability to correctly: repeat a sequence of symbols previously heard; count by rote; recall oral spelling and how they sound; listen to story and answer questions.

REMEDIATION PROCEDURES:
Pages 7 and 8.

GRAMMATIC CLOSURE

MEASURES - The ability to automatically use the often repeated expressions of standard speech.

EDUCATIONAL IMPLICATIONS - Deficient in the use of redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections.

REMEDIATION PROCEDURES:
See Pages 8 and 9.

MANUAL EXPRESSION

MEASURES - The ability to express ideas through gestures.

EDUCATIONAL IMPLICATIONS - Child lacks the ability to express ideas manually.

REMEDIATION PROCEDURES:
See Pages 9 and 10.

SOUND BLENDING

MEASURES - The ability to synthesize the seperate sounds of a word and produce the integrated whole word.

EDUCATIONAL IMPLICATIONS - Child cannot: blend sounds into words; recognize a word from a partially presented one; respond to a clue given when he's trying to read a word.

REMEDIATION PROCEDURES:
See Page 10.

VERBAL EXPRESSION

MEASURES - The ability to express ideas in spoken words. It involves vocabulary, command of language, and experience at describing.

EDUCATIONAL IMPLICATIONS - The child does not have the necessary command of language.

REMEDIATION PROCEDURES:
See Pages 10 and 11.

VISUAL ASSOCIATION

MEASURES - The ability to organize and relate concepts presented visually. Requires the formation of analogies.

EDUCATIONAL IMPLICATIONS - The child does not have the ability to relate concepts visually; respond with meaning to visual stimuli; associate objects or pictures presented visually; make visual comparisons(prettier than); watch science experiments; to create with tinker toys, paint, etc.; and imagine.

REMEDIATION PROCEDURES:
See Pages 11 and 12.

VISUAL CLOSURE

MEASURES - The ability to recognize a complet object from an incomplete visual presentation. It involves visual discrimination and perceptual interpretation.

EDUCATIONAL IMPLICATIONS - The child is unable to: recognize a complete object from an incomplete visual presentation; differentiate between meaningful objects in his environment; read when print is different; understand what he is "creating" in follow the dot activities; or do puzzles.

REMEDIATION PROCEDURES:
See Pages 12 and 13.

VISUAL RECEPTION

MEASURES - The ability to gain meaning from visual symbols. It requires comprehension of picture based upon common concepts.

EDUCATIONAL IMPLICATIONS - The child may lack ability to: comprehend pictures and written words; distinguish likenesses and differences in latters, pictures, groups of objects; comprehend in silent reading; pass a reading test, but may not pas an oral test; do art work; do graplomotor exercises; do fine motor coordination activities; response as well to visual instructions as well as verbal; copy well; games that are primarily visual; sort by size configuration, etc.

REMEDIATION PROCEDURES:
See Pages 13 and 14.

VISUAL SEQUENTIAL MEMORY

MEASURES - The ability to correctly reproduce a sequence of unrelated symbols. It involves visual reception and visual-motor expression.

EDUCATIONAL IMPLICATIONS - The child lacks the ability to: correctly reproduce a sequence of symbols previously seen; remember sight words; keep letters in order when copying; look at model only a few times; recall what he has seen on the playground; recall a simple arithmetic problems after he sees them; spell his name or words when he writes them; recall order of numbers; alphabet, etc.; reproduce activities he has watched.

REMEDIATION PROCEDURES:
See Pages 14 and 15.

REMEDIATION PROCEDURES

AUDITORY ASSOCIATION

Nursery Level 3-0 to 4-11

1. Have youngster orally fill in missing word(s) to a well-known jingle - "Mary had a _____lamb." "_____, _____ black sheep." etc.
2. Picture associations - slowly eliminate pictures
   a. opposites
3. Play analogy games - "Boys run, babies _____", "Sugar is sweet, lemons are ______", etc.
4. Associative pairs (bread and _______)
5. Present a series of words and ask which word does not belong to the group - car, boar, hat, train, etc.
6. Action - noun association (I write with a ____)
7. Have youngster complete simple sentences - "The color of my dress is ______." etc.
8. Have youngster tell as many things as he can think of that can be found in a grocery store, toy department, clothes store, etc.

Primary Level 5-0 to 6-11

1. Continue with word games mentioned above.
2. Introduce simple homonyms, point them out as they come up in the context of activities - here, hear - red, read-ate, eight- etc.
3. Present simple jokes and riddles, have child give solution. Allow child to present jokes and riddles. Use "Show and Tell" activities as on kindergarten level.
4. Have child describe recently seen television program or movie.
5. Have child keep scrapbook of pictures in broad classification: animals, food, transportation, etc.
6. Recognizing absurdities in statements.

Upper-Primary Level 7-0 to 8-11

1. Sentence completion exercises.
2. Scrambled sentences the child has to rearrange; "John candy the ate."
3. Exercises requiring child to vocalize similarities and differences. "How are a cat and a mouse alike?" "How are they different?"
4. Present two lists of words and require child to combine words from each list to make a coumpound word - police-man, sun-flower, etc.
5. Present antonyms and have child make simple statements using the opposite words presented. "up-down", "in-out", etc.

Intermediate Level 9-0 to 10-3

1. Discuss relationships of opposites. Present opposities such as "heavy-light", "cold-hot", etc. Have child explain difference and present an opposite of his own.
2. Have child listen to stories read or recorded and repeat the story in his own words.
3. Discuss abstract words such as "love", "happy", "sad", etc.
4. Read a short story with nonsense or absurd details. Child is to identify the nonsense part of story and make appropriate change.
5. Present "double" words - words spelled same but having different form when used in sentence (noun-verbs such as play, rock, fly, etc.)

AUDITORY CLOSURE

1. Listen to partially presented words and figure them out.
2. Listen to partially presented directions and carry them out.
3. Blend sounds into words.
4. Word family practice.
5. Auditory discrimination activities.
6. Rhyming activities.
7. Identify familiar nursery rhymes with key words left out.
8. Teaching of phonics and word analysis skills.

AUDITORY RECEPTION

Remediation is through auditory training exercises supplemented with visual cues or gestures.

Nursery Level 3-0 to 4-11

1. Teacher arranges common objects or pictures on a table and describes object that child is required to identify.
2. Child responds with simple yes or no to such questions as, "Are trees green?"; "Are apples to eat?"; etc.
3. Teacher may tap some object in the room - window, desk, blackboard, etc. Child is required to identify object tapped.
4. Refer to: Montessori, Maria, "Exercises for the Discrimination of Sounds," The Montessori Method, 1964, Shocken Books, Inc., New York, New York.

Primary Level 5-0 to 6-11

1. Simple Simon games useful.
2. Tell short story or limerick, have child attempt to repeat.
3. Expand on use of oral directions for child to follow.
4. Continue with "yes-no" questions.
5. Present "following direction" exercises with books - i.e., open to page 10, find the 2nd picture, etc.
6. Present similar words and have child indicate where the words are alike or different - "art-ark", "throw-threw", "soap-slope", etc.
7. Imitation of sounds and words, have child reproduce an orally presented sound or word.
8. Listen to stories with visual material - mark pictures mentioned in story.

Upper-Primary Level 7-0 to 8-11

1. Continue with listening exercises refined and geared for the upper-primary child as mentioned above.
2. Carry out verbal commands.
3. Follow directions on paper.
4. Sound discrimination exercises should include auditory closure, blending sounds, and rhyming.
5. Visual aids may be utilized - use of flashcards, use of configuration clues in word attack, use of color cues in attacking consonant, vowel, and blend units - pronounce "black" as "bl-ack" rather than "b-l-a-ck".

Intermediate Level 9-0 to 10-3

1. Supplement orally presented materials with visual aids.
2. Regardless of level (grade) insure good seating arrangement so child is close enough to teacher to receive oral materials.
3. Refine lower level listening exercises, mentioned above, for appropriate grade and interest level - charades, following directions, matching similarities and differences, etc.
4. Solve simple riddles.
5. Solve descriptions presented by teacher.

AUDITORY SEQUENTIAL MEMORY

Nursery Level 3-0 to 4-11

1. Request child to relate outstanding events of previous day. Tell about a recent trip, or a game that was played.
2. Ask child to name as many animals, foods, musical instruments as he can remember.
3. Expose to Mother Goose records and rhymes. Have child repeat.
4. Give simple directions - "Color the circle.", "Color the tree.", etc.
5. Have child repeat simple number and letter sequences.

Primary Level 5-0 to 6-11

1. Games of jumbled letters, numbers, or combination of both. Have child repeat "ACB" and then organize in proper order, "ABC". Can also be done with numbers.
2. Give simple directions for a game and have child repeat.
3. Have child give name, address, phone number.
4. Give a short series of letters, "FGHI" ask, "What comes before H?
5. Have child repeat simple sentences - "Today is Wednesday." "Two and two make four." etc.

Upper-Primary Level 7-0 to 8-11

1. Exercises in repeating jumbled numbers forward and backward.
2. Teacher presents a rythmic pattern (verbally or by tapping) and child is requested to imitate.
3. Present words that represent sounds (drip, boom, pow, etc.) place in oral sentences and request child to identify sound word.
4. Require memorization of short poems and limericks.
5. Present spelling word lists orally and have child copy the word after it is spelled verbally by the teacher. Simple spelling games may be played.
6. Encourage child to relate days happenings, weekend events, etc.

Intermediate Level 9-0 to 10-3

1. Spelling bees and spelling games.
2. Sequence shopping lists or stories. One child starts the list or story and others continue in logical sequence.
3. Tell simple story and have child act out in charade fashion.
4. Phonetic alphabet may be reviewed by having child name letter of the sound teacher makes. Teacher can name letter and have child present the sound.
5. Have child with weak auditory memory repeat any directions given to the class or to him specifically. This will check his memory as well as his understanding of the directions.
6. Repeating extended lists of words, letters, numbers, etc. forward and backward will also be helpful.

GRAMMATIC CLOSURE

Pre-Nursery and Nursery Level 2-4 to 4-11

Parents and nursery school teacher whould be particularly alert to the fact that proper English grammar is used at all times to assure the child's proper language development.

Primary Level 5-0 to 6-11

1. Present sets of pictures with one stiumus on one side and two or more stimuli of the same type on the opposite side. Say, "Here is a car. Here are two ______?" The missing word is supplied by the child.
2. Make use of rebus stories.
3. Utilize sentences that require the child to complete a thought, such as "This man rides in a red truck, and uses water in doing his job. This man is a ________."
4. Teach the proper use of simple personal pronouns and possessive forms of nouns.

5. Sequence picture stories.

Upper Primary and Intermediate Level 7-0 to 10-3

1. Verbalize actions.
2. Tell stories about pictures.
3. Supply missing word in sentence, in poem or nursery rhyme.
4. Unscramble sentences.
5. Formal presentation of nouns, pronouns, verbs, adjectives and adverbs can take place at this level. Teacher should use varied drills and experiences in teaching the above parts of speech. Use standard grammar books for appropriate grade level.
6. Play "Twenty Questions" - child describes object or event, others guess.

MANUAL EXPRESSION

Pre-Nursery and Nursery Level 2-4 to 4-11

1. Encourage play acting activities. In the home the mother can provide old adult clothing in which child can use for imitating parents and other adults. In the nursery school, the teacher can have the child play act various characters in stories read to him.
2. Utilize finger painting activities.

Primary Level 5-0 to 6-11

1. Rhythm games utilizing tamborines, triangles, and various other rhythm instruments should be encouraged.
2. Make use of pantomime activities.
3. Have child imitate the actions of various animals.
4. Encourage the child to imitate particular happenings in nature such as leaves falling, plants growing.
5. Free dance expression stimulated by various musical selections may be utilized.
6. The mother should encourage girls to watch and participate, when feasible, in various activities in which she engages in her daily activities. Boys should be encouraged to watch and assist where feasible, various repair activities that fathers usually engage in such as changing light bulbs, replacing washers, various woodwork chores, etc.
7. Have youngster dance in groups and if shyness is not a factor, in solo.
8. Have youngser imitate tapping rhythms, etc.
9. Child is "it" and other children tell what the child is to do - stand on one foot, imitate a car, etc.
10. Following directions - hop to the blackboard, pick up chalk and write name on board, etc.
11. Spin the bottle - the spinner tells the person pointed to by bottle "stand on one foot," make believe you are a lion, etc.
12. Have child use puppets as a play-acting activity.

Upper-Primary Level 7-0 to 8-11

Extend the activities listed under the Primary Level.

Intermediate Level 9-0 to 10-3

1. Make use of various mediums in encouraging art activities.
2. Such games as pantomime quiz should be promoted.
3. A trip to a beallet would be helpful in exposing the child to descriptive physical expression. Where such a trip is not feasible a motion picture which included scenes of ballet could be substituted.
4. At home, the child should be encouraged to play such games as cowboys and indians, or "house" depending on the sex of the child.

SOUND BLENDING

All Levels

1. Listen to partially presented words and figure them out.
2. Listen to partially presented directions and carry them out.
3. Blend sounds into words.
4. Word family practice.
5. Auditory discrimination activities.
6. Rhyming activities.
7. Identify familiar nursery rhymes with key words left out.
8. Teaching of phonics and word analysis skills.

VERBAL EXPRESSION

Pre-Nursery Level 2-4 to 2-11

1. Require the child to use correct verbal lables for objects when the youngster is requesting something or talking about the object.
2. Avoid use of baby talk while encouraging such verbal activities as meal time discussions, etc.
3. Require feedback from youngster whenever storybooks are read to him. Have child repeat story in own words.
4. Parents should be familiar with children's T.V. programs so that they might discuss these programs with the child.
5. While traveling, make a point of pointing out common objects (bridge, traffic light, etc.) and other interesting sights.

Nursery Level 3-0 to 4-11

1. Extend the activities listed under the pre-nursery level.
2. Encourage show and tell activities.
3. Activities requiring the proper naming of body parts should be utilized.
4. Encourage the memorization of nursery rhymes.
5. Utilized choral speaking activities.
6. Encourage child to relate his day's activities and listen to him.

Primary Level 5-0 to 6-11

1. Encourage rebus book reading.
2. Present various objects in the classroom and require the child to name the different qualities of objects such as size, shape, color, use, etc.
3. Utilize objects found in nature as a stimulus for verbal expression (describe flowers, trees, rocks, etc.)

4. Child should be encouraged to describe a favorite television program and/or explain how to play a favorite game.
5. Have the child describe in detail members of his family to the class.
6. Have child name as many animals (flowers, trees, cars) as possible in 1-3 minutes.

Upper-Primary Level 7-0 to 8-11

1. Introduce dictionary work.
2. Teacher should never assume that the child understands all of the words used in presenting subject matter. Therefore, the teacher should consistently evaluate the child's knowledge of the vocabulary being used and teach vocabulary of subject area.
3. Emphasize parts of speech and the rolles words play in our language.
4. Present a stimulus picture or object and require the child to give a complete description.
5. Have child tell stories of personal experiences.

Intermediate Level 9-0 to 10-3

1. Teacher should stess written expression.
2. Increase dictionary work in amount and complexity such as requiring the child to give word origins.
3. Make use of scrabble games, analogy games, crossword puzzles.
4. Teacher should encourage the child to engage in pleasure reading on his independent reading level.
5. Children should be encouraged to act out the part of a favorite character in a story that they have read.
6. Assign compositions by using a stimulus word such as red, snow, love, hate, etc.
7. Oral book report assignments.
8. Variety of expression exercises - present sentences to child, have him stste same in another manner. Compound and complex sentence practices.

VISUAL ASSOCIATION

Nursery Level 3-0 to 4-11

1. Allow free play with toy doll houses, service stations, etc.
2. Activities requiring sorting of buttons, beads, coins, etc.
3. Cut out pictures of various houses -igloo, teepee, dog house, bird house, etc. Have child match picture cutout of who lives in appropriate dwelling.
4. Present series of pictures with one that does not belong and have child indicate that which does not belong.
5. Present pictures and relate concepts "in front of", "in back of", etc.

Primary Level 5-0 to 6-11

1. Use picture puzzle activities.
2. Encourage free play with toy farms, service stations, forts, etc.
3. Present two similar objects -car and truck. Ask how they are the same and how they are different.
4. Cut up simple cartoon sequence and have child arrange into logical order.
5. Advanced tracing exercises using photographs, cartoons, or teacher drawn pictures.

6. Present number concepts three ways, numeral, number name, and illustration on quantity.

Upper-Primary Level 7-0 to 8-11

1. Have child describe in detail how a person in the room looks.
2. Copy patterns on peg-board.
3. Have timed races involving sorting activities.
4. Present pictures that are not complete and have child indicate what is missing and attempt to complete picture.
5. Present a variety of pictures of items that can be compared such as pictures of boats, cars, bicycles, animals, etc.

Intermediate Level 9-0 to 10-3

1. Incomplete picture stories are presented which the child can finish.
2. Present a series of cartoons with the question, "What comes next?"
3. Picture puzzles that have meaning - historical scene, etc. should be used.
4. Have child tell a story about a picture he sees, then have him write it.
5. Child should repeat a simple experiment previously demonstrated by the teacher.

VISUAL CLOSURE

Pre-Nursery Level 2-4 to 2-11

1. Present pictures of animals and have child select various animals from amongst those presented.
2. Present similar objects of differing size and require the child to select the big one, the small one.
3. Use picture books and have the child point to various objects or characters in the pictures.
4. After reading a storybook have the child relate the story by using the various pictures as cues.

Nursery Level 3-0 to 4-11

1. Increase the complexity of those suggested activities at the pre-nursery level.

Primary Level 5-0 to 6-11

1. Encourage the youngster to play with plastic objects such as cars, people, animals, etc. and have the child arrange diorama.
2. Have the child differentiate between various geometric figures.
3. Make use of Frostig and Fitzhugh figure ground exercises.
4. Have child construct collage limiting it to a particular subject (a collage of dogs, fruits, cars)
5. Using primary puzzles have child construct and describe. Teacher rearranges puzzle, retains one piece, child reconstructs and describes missing part.

Upper-Primary Level 7-0 to 8-11

1. Maze tracing from commercial books, such as "Children's Digest".
2. Make use of "find the hidden object" exercises found in Frostig and Fitzhugh materials.
3. Encourage the child to work with commercial type puzzles. Begin at a level below the youngster's chronological age and extend the activity as the child progresses.

4. Use felt letters in a box, require the child to find all the A's, all the C's, etc.
5. Matching exercises of words and/or letters which are in manuscript and/or cursive or a combination of both.
6. Encourage child to make use of dot drawing books where the youngster is required to connect numbered dots which when completed constitutes a complet drawing.
7. Teacher might draw from some of the techniques presented in Catagno's Words in Color. For example, use a different color for each sound to make the sequence of sound and/or letters more evident.

Intermediate Level 9-0 to 10-3

1. Locating and outlining specific places on a map.
2. Practice in using the atlas index in the locating of places on a map.
3. Encourage the use of more advanced puzzles and maze drawings.
4. Simple graph construction and interpretation.
5. Teacher presents a picture and asks questions concerning objects in foreground, background, etc.

VISUAL RECEPTION

Pre-Nursery Level 2-4 to 2-11

1. Expose child to visual stimulation. Present pictures of common objects such as house, car, dog, cat, man, woman, etc. Supplement picture presentation with verbal description. Ask child to pint ot "boy", "girl", "ball", "car:, etc.
2. Involve both parents whenever possible in visual type games.
3. Present youngster with pictures of common objects such as a ball or block; present a real ball and block and have child match and compare.
4. Offer child crayons for coloring - do not expect youngster to be an accomplished artist. Scribbling has meaning for the child.
5. While walking or riding in a car, point out the trees, stores, and outstanding landmarks.
6. Present simple pictures and have child point out that which is familiar to him.

Nursery Level 3-0 to 4-11

1. Identification of objects in picture dictionaries, magazines, or catalogs.
2. Exercises in identifying colors, geometric forms, letters, and numbers.
3. Matching exercises of letters, numbers, and geometric forms.
4. Teacher may describe an object or another child and youngster is required to find that which is described.
5. Present youngster with different sized blocks, buttons, pictures, or coins and have him distinguish that which is larger, smaller, etc.
6. Frostig visual-perceptual materials may be used.
7. Have child reproduce simple designs on a peg board using multicolored tiles or pegs.
8. Tracing exercises using stencils or templates of geometric forms.

Primary Level 5-0 to 6-11

1. Upgrade procedures listed in Nursery Level.
2. Insure proper seating for child with visual deficiency.
3. Insure proper seating posture for all pencil and paper tasks. Check proper use of pencil, crayons, and scissors.
4. Give simple verbal explanation for all visual materials presented.
5. If necessary, have youngster copy materials placed on his desk rather than from a distant board.
6. Allow youngster to examine materials at a close range and allow child to manipulate the materials.
7. Provide youngster with extra time to complete the pencil-paper and scissor activities.

Upper-Primary Level 7-0 to 8-11

1. Insure proper seating for youngster with visual deficiency.
2. Supplement visual materials with verbal explanations.
3. Copying exercises with youngster copying letters, numbers, and designs. Have child match letters, numbers, words, phrases, and even sentences.
4. Allow the use of "crutches" in reading. Use of a reading window or finger to follow and keep place.
5. Use concrete objects to supplement number presentations.
6. Descriptive exercises where the child describes simple pictures, objects, or persons are helpful.
7. Interpretation of pantomimes.

Intermediate Level 9-0 to 10-3

1. Regardless of the grade level, insure that the child has had a recent visual examination both at near and far point.
2. Have word hunts. Using a page from a story book, the teacher has a word on a large card (print or script) and youngster is required to find the same word in the story. Encourage the child to scan rapidly from left to right across each line of print in the story.
3. Provide discrimination through configuration experiences with the use of picture puzzles.
4. Play bingo and lotto games using words, numbers or pictures.
5. Have youngster copy or trace complex geometric patterns.
6. Youngster should copy simple pictures by following dots or reproducing more complex peg board designs.
7. Have youngster dress dolls or make models by copying from another model or blueprint.

VISUAL SEQUENTIAL MEMORY

Pre-Nursery Level 2-4 to 2-11

1. Present blocks or buttons of various sizes and have child attempt to reproduce in order of presentation while looking at the meodel - then from memory.
2. Place three common objects in front of child - take one away and have child identify the missing object.
3. Expose a simple picture of a short period of time. Cover picture and have child tell main objects of picture.

Nursery Level 3-0 to 4-11

1. Teacher lines up a series of objects, pictures or toys on a table. Child is requested to lo k carefully then close eyes. Teacher shifts the order of one object and calls upon child to replace the object in original order. Later,

two or three objects may be shifted.

2. Mount pictures cut from magazines on tagboard. Child required to sort pictures as to function - fruits, clothes, tools, etc.
3. Place objects on table. Child observes, turns away, and names as many as he can. Start with three objects and gradually increase the number.
4. Using large nursery beads, have child sort as to shape, then string them following pattern. When finished with bead activity child might be requested to resort as to size, shape, color and store them in proper containers.
5. Have child stand in front of room and look over the entire room. Child closes eyes and teacher describes person or object in room and the child attempts to point in the general direction of that which was described.
6. Describe a person in the room or a familiar place and have child guess who or what is being described. Let child describe someone and have other children guess.
7. Simple commercial puzzles may be used. Teacher may also cut common pictures into three or four pieces and have child put together.

Primary Level 5-0 to 6-11

1. Display a simple outline picture or geometric form. Remove it and have child draw it from memory. Compare with the original and allow child to finish or correct the drawing.
2. Cut up a picture in various shapes and have child reconstruct it with a duplicate uncut picture as a guide.
3. Present a series of geometrical shapes for a brief exposure and have child reproduce in same order. Start with three designs and increase as child becomes proficient.
4. Present a series of letters or numbers on flashcards and have child sequentially reproduce orally or in writing.
5. Cut up pictures for a shopping list of groceries and present child with werbal description and then have child sort the shopping list as presented by teacher.

Upper-Primary Level 7-0 to 8-11

1. Present simple peg board design. Have child construct from memory.
2. Expose sequence of picture cards, letter cards, or number cards. Have child construct from memory.
3. Use Frostig sequence materials.
4. Briefly display similar words -"tab-tap" have child repeat verbally from memory.
5. Use "Concentration" games requiring visual memory.
6. Develop tactual ability and have child recall through tracing words, etc., on screen board, sand, etc.
7. Seques with poems.

Intermediate Level 9-0 to 10-3

1. Use variations of above for appropriate grade and age.
2. Increase the use of words, phrases, sentences, numbers, for sequential memory games. Briefly expose number problems, such as 4+2+3= ?, etc. have child work problem from memory.
3. "Concentration" games (like televison shows).
4. Complete a visual series.
5. Memory for designs (expose design, letter, word for 5 seconds - child reproduces it)

DETROIT

Auditory Attention Span for Related Syllables (13)

Measures - immediate rote memory for sentences and the ability to correctly repeat a meaningful sequence of auditory symbols.

Similar to - Auditory Sequential Memory ITPA
Digit Span WISC

Remediation Procedures: ITPA page 7; WISC Pages 9 and 10.

Auditory Attention Span for Unrelated Words (6)

Measures - immediate rote memory for words and the ability to correctly repeat an unrelated sequence of auditory symbols.

Similar to - Sound Blending ITPA
Auditory Attention Span for Related Syllables - Detroit

Remediation Procedures: ITPA page 10

Designs (12)

Measures - This test measures visual attention, visual motor ability, visual closure and memory.

Similar to - Bender Block Design
Purdue Perceptual
Visual Closure ITPA

Remediation Procedures: WISC pages 5 and 6.

Disarranged Pictures (17)

Measures - visual attention, acuity, closure, spatial relations, and number ability.

Similar to - Object Assembly - WISC
Picture Arrangement - WISC

Remediation Procedures: WISC page 10.

Detroit continued

Free Association (11)

Measures - verbal ability, vocabulary, and speech information.

Similar to - Vocabulary - WISC

Remediation Procedures: WISC page 14.

Likes and Differences (19)

Measures - verbal and categorization ability.

Similar to - Similarities - WISC

Remediation Procedures: WISC page 13.

Motor Speed (5)

Measures - fine visual motor coordination and speed. No memory is required but pencil skills are necessary.

Similar to - Coding - WISC

Remediation Procedures: WISC pages 6 and 7.

Number Ability (14)

Measures - visual attention

Similar to - WRAT Arithmetic
Arithmetic - WISC
Remediation Procedures: WISC pages 4 and 5.

Oral Commissions (7)

Measures - auditory attention and retention and the ability to follow directions involving gross motoric responses.

Similar to - Auditory Sequential Memory - ITPA
Digit Span - WISC
Purdue Perceptual Motor
Manual Expression
Remediation Procedures: ITPA pages 7 and 9 WISC Pages 9 and 10.

Oral Directions (18)

Measures - the integration of visual and auditory cues, the ability to retain and follow complex directions, and eye-hand coordination.

Similar to - Coding - WISC
AASRS - Detroit
AASUW - Detroit

Remediation Procedures: ITPA page 10 ; WISC pages 6 and 7

Orientation (10)

Measures - practical information, judgement, and time and space relationships.

Similar to - Information - WISC
Purdue Perceptual Motor

Remediation Procedures:
WISC Pages 8 and 9.

Pictorial Absurbities (1)

Measures - the ability to reason, comprehend and attend visually.

Similar to - Visual Reception - ITPA
Visual Association - ITPA

Remediation Procedures: ITPA pages 11 -13

Pictorial Opposites (3)

Measures - the concept of opposite, visual attention and visual discrimination.

Similar to - Visual Reception - ITPA

Remediation Procedures: ITPA page 13; WISC page 13.

Social Adjustment A (8)

Measures - practical information and a general ability to evaluate past experience. It shows use of common sense, judgement, and indicates the child's social and cultural background.

Similar to - General Comprehension - WISC

Remediation Procedures: WISC pages 7 and 8.

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Detroit continued

Social Adjustment B (15)

Measures - reasoning, comprehension, information, environment, and experience.

Similar to - Information - WISC
Comprehension - WISC

Remediation Procedures: WISC pages 8 and 9.

Verbal Absurbities (2)

Measures - reasoning, comprehending, and verbal ability.

Similar to - Auditory Reception - ITPA
Comprehension - WISC
Information - WISC
Remediation Procedures: ITPA page 6; WISC Pages 7 and 8.

Verbal Opposites (4)

Measures - verbal ability, vocabulary, and knowledge of terms; concept of opposite

Similar to - Pictorial Opposites - Detroit
Similarities - WISC

Remediation Procedures: WISC Page 13.

Visual Attention Span for Letters (16)

Measures - recognition and recall of an unrelated sequence of visually presented letters. It involves visual reception and vocal expression. Sequential order is required.

Similar to - Visual Sequential Memory - ITPA

Remediation Procedures: ITPA page 14

Visual Attention Span for Objects (9)

Measures - immediate recall of an unrelated sequence of visual symbols. It involves visual reception and vocal expression. Sequential order is not required.

Similar to - Visual Sequential Memory - ITPA
VASL - Detroit

Remediation Procedures: ITPA page 14